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ABSTRACT

This document is a historical account of the first 50 years (1959-98) of the Syracuse University (New York) School of Education's Instructional Design, Development and Evaluation (IDD&E) program. Ten chapters cover the following topics: (1) a capsule history, including a brief review of program leaders and a decade-by-decade review of program highlights; (2) IDD&E faculty, including schools of origin, faculty role, and a faculty chronology; (3) alumni, including statistics, where former students are now, the role of graduate students as instructors and staff, international students, and books written by graduates; (4) the academic program, including curriculum development over the years; (5) academic and service programs, focusing on the coexistence of theory and practice; (6) university-wide relationships, highlighting cooperation with other departments; (7) international activities involving faculty and students; (8) sponsored programs, including federal and international contracts; (9) professional leadership and accomplishments of alumni and faculty; and (10) the contributions and potential benefits of educational technology over the past 50 years and a view to the future. Appendices include a list of graduates of the Audiovisual Education, Instructional Communications, Instructional Technology, and IDD&E program, by year and degree; and a list of current positions of graduates who responded to a 1997 survey, by field. (DLS)

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An Evolution of Educational Technology

Celebrating the Syracuse Program at Fifty

Donald P. Ely
Professor Emeritus
Instructional Design, Development and Evaluation
School of Education
Syracuse University

PRESENTATION EDITION

November, 1998

Syracuse, New York

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An Evolution of Educational Technology:
Celebrating the Syracuse Program at Fifty

Presentation Edition

by Donald P. Ely

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My deepest appreciation is hereby expressed.

D.P.E.

FOREWORD

Passages of time often bring about reminiscence and, sometimes, celebration. Birthdays, patriotic holidays and new years are obvious examples, but lately it seems that an original happening will be recognized a decade or two after the event. Even more important are quarter century marks: 25 years, 50 years and 75 years. We label these milestones silver, gold or diamond. Following this tradition, the educational technology program (in its various appellations) at Syracuse University is celebrating its golden anniversary during 1998.

According to best records, the first person appointed to hear the Syracuse University program was **James W. Brown** who began his assignment at the University in the fall semester of 1947. **Brown** continued through the 1948 summer session, so it appears that these dates meet the 50th anniversary criterion. The half-century mark stimulated my writing of this brief history. My own Syracuse University faculty appointment began in September 1956 which seems to give me appropriate longevity for writing a history of the program. It should be noted that I began graduate study at Syracuse in 1951.

I am not a historian and it seems too late to take a course in historiography, so if the reader will indulge a little reminiscence among the facts that have been compiled in this small volume, this effort can be read as an approximation of the "truth." I believe that almost any history is a person's perception of the facts from a personal point-of-view. My bias is that of an enthusiastic and optimistic supporter of the program to which I have devoted most of my professional career. Even in the times of trial and stress, I have maintained a positive outlook toward the program because of the faculty and students who have made the program what it is over the years. I also recall the strong support the program has received from many administrative officers of the University. So if the chapters seem to reflect this Pollyannaish characteristic, the reader has already been warned.

In my opinion, many histories seem dull because they follow a year-to-year approach. For me, history is the interaction of people, events, and accomplishments from which themes emerge. It is a series of unfolding stories that breathe life into inert facts. It is a report of the dynamic moments that have helped to shape a philosophy and/or an institution. This is my approach in writing this history. I hope it is not an indulgent treatise.

Most readers will find themselves in this story, either directly or indirectly. They will remember teachers, colleagues, events, and other relationships that will, in fact, create a unique history for each individual reader. Fill in the blanks and become part of

the story. If some of the conventions of scholarly publications are sidestepped, please be kind. This is a human story, and not an academic treatise!

Donald P. Ely – October, 1998

Syracuse, New York

CHAPTER 1

A CAPSULE HISTORY

Mention "history" and one of the first impressions that may come to mind is that of a timeline—from a point at which an event marks the beginning of an institution or movement, to another point at which a terminal point is declared. In the case of this history, the beginning of the timeline is 1948 with the appointment of the first professional in the field of educational technology (known then as audiovisual education) at Syracuse University. The terminal point of this segment of history is 1998—the completion of the 50th year of the program's existence. The intention is not that 1998 is the *end* of the program but, rather, the *beginning* of the next 50 years.

How does one decide how to write a "history"? The timeline approach is certainly a familiar one, but such an approach often becomes a boring sequence of events. An alternate scenario is one that is more personal-- a look at the leaders of the program over the years. In the case of the Syracuse program, **James W. Brown** (1947-1948) began the program and **Don G. Williams** (1948-1959) followed. In 1959, **Donald P. Ely** headed both the academic and the service areas, as both of his predecessors did. Ely continued until 1971 when **Robert M. Diamond** was appointed to head the Center for Instructional Development, which separated the services area from the academic program. **Don Ely** continued in various capacities until his retirement in 1995, and **Diamond** continued until his retirement in 1997. **Dennis Gooler** followed Ely and then **Phil Doughy** took the reins. Others held briefer terms: **Dick Clark**, **John Keller** and **Charles Reigeluth**. The uneven division of time among the program leaders does not lend itself to easy organization when writing a history.

In an attempt to make reading a little more interesting, a brief review of the program leaders is provided at the beginning of this chapter, and later a decade by decade review of program highlights is presented. Readers are likely to focus on the decade(s) in which they have the greatest interest. The first decade is an extended one from 1947 to 1959; then approximate decades: 1959-1970; 1970-1979; 1979-1989 and finally a shortened decade, 1989-1998 culminating in the fiftieth anniversary.

PROGRAM LEADERS

James W. Brown

When **James W. Brown** came directly from his Ph.D. program at the University of Chicago to Syracuse in 1947, he found an Educational Film Library that had been established ten years earlier, but no audiovisual services or academic program. His assignment as coordinator of Audio-Visual Services was to create a service program for the entire University. The service program was placed administratively within the University's Evaluation Service Center and carried a mandate to improve instruction.

As assistant professor of education, **Brown's** second mandate was to create an academic program in audio-visual education. The first courses were offered in the spring semester of 1948 and a brochure containing the requirements for a Master's degree was published at that time. The first three courses, all taught by **Dr. Brown**, were a basic audiovisual course, a course in audiovisual administration and a course in the production of materials.

Brown's dual appointment set a pattern that was to continue until 1971. Almost every academic appointment was accompanied by an appointment in the Audio-Visual Center (and later, in the Center for Instructional Communications). From the appointment of **Don G. Williams** in 1948 until the appointment of **Robert M. Diamond** in 1971, the director of the Center was also chair of the academic program.

After one year at Syracuse, **Brown** left for his alma mater, Washington State University. Later **Brown** moved to San Jose State University in California where he eventually became dean of the Graduate School. He was senior author of one of the most frequently used media texts in the 1960s and 1970s: *Brown, Lewis and Harclerod, AV Instruction: Methods and Materials*. The book has been published in six editions.

Although **Brown** spent only a single year at Syracuse, he set the stage for later developments in services for the University at large and for the academic program. His later distinction in the field confirmed the University's good decision to hire him in 1947.

Don G. Williams

In 1948, **Don G. Williams** left Indiana University where he had been assistant director of the Audio-Visual Center and came to Syracuse, where he became director of the Syracuse Center and associate professor of education. **Williams** was active in the Navy training program during World War II and received his doctorate from Stanford University. He remained at Syracuse until 1959 when he left to join the University of Missouri at Kansas City. From 1951 until 1959, under **Williams'** leadership, the Syracuse University Audio-Visual Center was a primary contractor for the production of technical and instructional films, and for training personnel from other countries. Over \$4 million in contracts were completed during this time, with most of the work taking place in Egypt, Greece, Iran, Korea, Libya and Turkey. **Williams** was known for his leadership in the production of non-theatrical films, and this was one of the major reasons **Williams** was brought to Syracuse in the first place. He was asked to create a series of films for a fund-raising campaign that was underway about the time he arrived. Syracuse University Chancellor **William P. Tolley** actively supported **Williams** in his on-campus and off-campus activities.

The academic program grew during **Williams'** tenure. Five courses were offered for classroom teachers who wanted to gain skills in the production, selection and use of

audiovisual media. Five more courses were created for individuals who were involved in the management of media services in the schools. The Master's degree in audiovisual education focused on the schools. In a 1955 Middle States accreditation report, 17 sections of a short course on audiovisual utilization for preservice elementary teachers were listed along with other short courses for nursing education, home economics and various secondary education fields--all taught by staff and graduate assistants of the Audiovisual Education Program. A doctoral program was initiated with cooperation from other program areas within the School of Education, the Radio-Television program and the School of Journalism. The first doctoral degree was awarded to **Albert O. Weissberg** in 1951.

Williams' increasing involvement in overseas contracts left the academic program somewhat neglected. **Don Ely**, who was appointed associate director and instructor in education in 1956, was asked to focus on the academic curriculum and teach many of the courses. **Ely** also supervised the Campus Services operation of the Audio-Visual Center. In the spring of 1959, **Williams** called **Ely** to his office and announced that he (**Ely**) was about to become the next director of the Audio-Visual Center. (Those were the days before search committees!) **Williams** left in the summer of 1959 and **Ely** was left in charge, while still working on his doctorate.

Syracuse University honored **Williams** in 1970 with one of its Centennial Medals. The citation read in part, "Syracuse University, audiovisual education and **Don G. Williams** became synonymous to those who know the field. You established and nourished the Syracuse program. It achieved stature through your leadership and dedication." **Don Ely** presented the medal in a small ceremony among friends in **Williams'** San Diego home, where he was confined to quarters due to illness. **Williams'** contributions were significant in the early growth of the program at Syracuse University. He was a man of vision and good judgment, who surrounded himself with good people who acted as missionaries to carry out his dreams. He died in 1975.

Williams helped to establish the Syracuse program as a national and international program in a relatively short time. It was through international contracts that professionals from all over the United States were recruited. The consequence of this hiring process was visibility and a rapidly growing reputation for the Syracuse audiovisual program as one of the nation's leading programs.

Donald P. Ely

Donald P. Ely was a 1953 Master's graduate in Audiovisual Education. He was director of Audio-Visual Education and assistant professor at the State University College at New Paltz, NY in 1952. He later directed the audiovisual program at the Hickville (NY) Public Schools. He returned to Syracuse in the fall of 1956. For **Ely**, it was an opportunity to continue graduate study toward the Ph.D., which he completed

in 1961. **Ely** never intended to remain at Syracuse after completing his doctorate. His contributions are discussed in the later pages of this publication

The year 1959 was clearly a time for change. Syracuse's overseas contracts were winding down, the academic program was attracting more graduate students, and the United States Congress had just passed the National Defense Education Act (NDEA) of 1958 which was rich with opportunities for funding programs that focused on the "new educational media."

Ely began the process of hiring new faculty, and organizing services into one cohesive unit with technical people in charge of graphics, photography, film production and campus services. The golden years of the 1960's were made possible by several major programs with federal funding. The formation of a consortium of four major programs in the field was a significant event. **Jim Finn** (University of Southern California), **Jack Edling** (Oregon State System of Higher Education), **Charles Schuller** (Michigan State University) and **Don Ely** created the National Special Media Institutes (later, the University Consortium for Instructional Development and Technology (UCIDT) in 1962. The National Defense Education Act (NDEA) fellowships and yearlong institutes for mid-career training attracted graduate students. Meanwhile, UCIDT had acquired funds for the creation of Instructional Development Institutes and the Special Media Institutes for university faculty who were directing summer institutes in the disciplines.

In what appeared to be a continuation of **Williams'** acumen in obtaining government funding for projects, **Ely** received funds to establish the Center for the Study of Information and Education in 1975 and the ERIC Clearinghouse on Information Resources in 1977. Meanwhile, he continued to teach courses, advise graduate students, chair dissertation committees, and consult in many countries of the world.

Dennis Gooler, Richard Clark, Phil Doughty, John Keller, Charles Reigeluth and David Krathwohl

From 1972 on there were a number of chairs, several of them short-term. It is difficult to characterize this period as one in which the chairs were as dominant as in the first 25 years. The faculty had expanded in number, and team leadership efforts were much more the rule. Individuals who held the chair positions were often in and out of office because of duties elsewhere.

In 1972, following **Ely's** tenure as chair of the program, **Dennis Gooler** assumed the reins and held the position until 1974 when **John Carter** became acting chair. **Gooler** later became dean of education at California State University at San Diego and then dean of education at Northern Illinois University. Others who have been chair are **Richard Clark** (1975-1977), **Dennis Gooler** (1977-1978), **Phil Doughty** (1978-1982), **John Keller** (1983-1985), **Charles Reigeluth** (1985-1988), **David Krathwohl** (1988-1989), **Phil Doughty** (1990-1994), **Don Ely** (1994-1995) and **Jim Winschel** (1995-1998). *Note: all these*

dates may not be accurate. Some appointments were made at odd times of the year, and complete records on the chair's periods of service are not available.

During some of these years, **Dennis Gooler** served as chair of the Division of Educational Development and Administrative Studies, as did **Phil Doughty** when it was called the Division of Educational Development, Counseling and Administrative Studies. **Doughty** also was acting dean of the School of Education in 1989-1990 between Deans **Burstyn** and **Bossert**.

THE FIRST "DECADE" (1948-1959)

DEANS: Harry Ganders (1945-1953); Virgil Rogers (1953-1963)

James W. Brown accomplished a lot in his one year at Syracuse. In an interview on May 4, 1961, Brown said that he was at Syracuse in 1947-1948. He said that he was "...sold...on the possibilities of an institution that had not done much by way of trying to improve its own college teaching." He was asked to draw up a plan of what he thought "...would be required to do an adequate job of more or less infiltrating audiovisual materials into the university program on the campus....It was to be lodged with the Evaluation Services...which is what appealed to me." Realizing that one year was only a beginning, **Brown** went on to say that colleagues in radio-television and journalism were interested, and that "**Harry Ganders** (dean of the School of Education) was there helping and **Chancellor William P. Tolley** himself became quite interested in what we were trying to do...and we developed, among other things, the ground work for the Master's program in this field."

One of the first publications announcing the new service was found in the IDD&E archives. It begins, "In September, 1947, Syracuse University established the position of Coordinator of Audio-Visual Services whose duties were divided between the Evaluation Service Center and the School of Education." It goes on to list the major purposes and activities of the new Center and announce three courses for the 1948 summer session and a 3 day conference on the theme, "Modern Instructional Materials in the Teaching Program" featuring **Dr. Stephen Corey** from the University of Chicago.

An addendum to that publication is a report by **Sandra George**, director of the Educational Film Library indicating that there were 1,453 titles in the library and a distribution of 16,591 films during the 1946-47 school year.

As for the academic program, **Brown** reported that "We actually got a special brochure approved in the Spring semester in which we had laid out the requirements for the Master's degree....Cooperative relations with Radio...and Journalism with Photography and with Education (were worked out)." There were three courses in audiovisual education.

On the state level, **Brown** and **Paul Reed**, director of audiovisual education for the City of Rochester, began a movement to establish a statewide organization of people in the field. Brown invited about one hundred people to come to Syracuse with 100 copies of program descriptions to distribute to colleagues. Brown said, "...the response to this was almost 100%. We laid (the copies) all out on tables and everybody got in line and went around the table and assembled our own book and then we sat down and as far as we could, we got various people to talk about his problem." The archive copy of the "book" is dated December 6, 1947. By the end of the gathering, they had organized the New York State Audiovisual Council and had elected officers.

It was this milieu that **Don G. Williams** inherited when he arrived in the fall of 1948. As assistant director of the Audio-Visual Center at Indiana University, **Williams** had been in charge of film production. Upon arrival at Syracuse, he discovered that there were no funds to begin any type of film production program, but as luck would have it, there was an emerging University fund-raising program and Chancellor **Tolley** believed it was important to *show* Syracuse University to potential contributors. **Williams** sold the idea of creating a film production unit at Syracuse when he compared the costs of an "outside" contractor and an internal unit. He was soon approached by three Indiana University-staff people who had become disenchanted "...at the way that the production set-up at Indiana had been handled after I left and asked me for a job" according to **Williams** in a December 1966 interview. He hired **Luella Snyder**, **Sol Dworkin** and **Anna Hyer** (Larson's Administrative Assistant who later became the executive secretary of DAVI). All the former Indiana people also taught courses in production--teacher-made instructional materials and film production. All three had dual appointments in the Audio-Visual Center and in the School of Education.

The presence of a larger staff, all faculty members in the School of Education, brought about requests from Syracuse University's Department of Elementary Education to offer courses in the selection and use of audiovisual materials. Soon after the Indiana group arrived, there were four sections of AV Ed. 112, "Methods and Materials of Audio-Visual Instruction;" three for elementary and one for secondary preservice teachers. A summer workshop was offered for inservice teachers.

The film production courses attracted students from across campus. The Master's degree television sequence, then part of the School of Speech and Dramatic Art, sent many students to the motion picture courses. Cooperation with **G. Kenneth Bartlett** (who later became Vice President for University Relations) head of the broadcasting program and **Eugene Foster** (who later chaired the Radio-Television Department) worked two ways. Students in the audiovisual program needed to have knowledge in radio and television. With Syracuse University serving as headquarters for the Empire State FM School of the Air (half-hour daily programming on New York State's FM stations), it was a natural resource for both instructors and students who were taught skills in producing, utilizing and administering radio education in the K-8

schools. These events created a demand for audiovisual courses as well as radio-television courses. Enrollments soared in both.

Meanwhile, in the School of Education, the demand for audiovisual knowledge and skills continued. In addition to the regular Methods and Materials course for preservice teachers, a 10 clock hour workshop was required for all elementary education students. About 8-10 graduate assistants were required to teach the equipment labs, the resources unit, and the utilization of media--all within the 10 clock hour unit. The person who facilitated the developments and cooperation within the School of Education was **Reign S. Hadsell**, who was hired as an associate professor in 1954. He had previously been a major figure in a motion picture research project at Yale University, and was a significant addition to the faculty in the area of research and theory.

Just as the campus service, production and academic programs were well underway in 1951, **Williams** was approached by the International Cooperation Administration of the State Department about producing films and training personnel in several developing countries of the Middle East. The United States Information Agency also contracted with the Audio-Visual Center to produce films in other countries. At first, films on education, agriculture, sanitation and safety were produced in Iran, Turkey and Greece and later in Korea, Libya and Iraq. Other audiovisual services were performed in Israel and Egypt. In all, 75 technicians were sent overseas with as many as 28 on assignment at one time, all under contract with Syracuse University.

In one of the contracts, there was a surplus of funds which the government did not want to have returned, so Syracuse designed an academic program to allow 18 participants from 13 countries to spend one year in a Master's level program (but not the degree program itself) to gain current knowledge and skills in audiovisual education that could be used in their home countries after they completed the program.

Williams remained at the head of the program until the fall of 1959. He spent much of his time out of the country, however. The dean and his colleagues recognized his work when he was selected to deliver the endowed J. Richard Street Lecture at Syracuse University in 1953. His lecture, "Communication of Technical Information in the Undeveloped Areas of the World" was published by Syracuse University Press and has been quoted widely. It stands as a monument to his international work.

Williams believed much of his work had not been appreciated by the University administration however, when he tried to obtain support for University-wide services from the central university budget rather than from the continued pursuit of funding from overseas contracts. When he was offered a similar (to Syracuse) position at the University of Kansas City (later the University of Missouri at Kansas City) in 1959 he accepted. The presence of the Calvin Company, a major producer of non-theatrical

films, located in Kansas City, was also an inducement for **Williams** to move to a new location.

In summary, **Williams** helped to establish Syracuse as a national and international program in a relatively short time. Professionals from all over the United States were recruited through the international contracts. This gave the program visibility and a rapidly growing reputation as one of the nation's leading programs in the field.

THE SECOND DECADE (1959-1971)

DEANS: Robert Stewart (1963-1965); David Krathwohl (1965-1976)

Name Changes

The field described in this monograph has gone through a series of name changes and Syracuse University's program has undergone name changes that roughly parallel those in national and international settings. The earliest names were derivatives of the **audiovisual** label. Thus, the Audio-Visual (or Audiovisual) Center and the audiovisual education academic program. With the emphasis on communications in the 1960s, the term instructional **communications** emerged. (At that time, the New York State Education Department was using the term, **educational communications**.) There was a strong national push by **Dr. James D. Finn** of the University of Southern California (and a visiting professor at Syracuse University during the summer session of 1959) to use the term, **instructional technology**. The influence of **Lee Campion** of the New York State Education Department and **Finn** brought about a compromise name change in the national professional organization (the Department of Audiovisual Instruction of the National Education Association--DAVI) in 1970 when the organization's name became the Association for Educational Communications and Technology--AECT. Soon after, the Syracuse University academic program became known by a new label: **instructional technology**. Incidentally, it was at the same time that the Presidential Committee on *Instructional Technology* presented its report, *To Improve Learning*, to President Richard Nixon.

The "technology" label, however, continued to be associated with the machines and devices used by practitioners in the field, and led to misunderstandings about the true emphasis of the field--the improvement of teaching and learning through the process called instructional development. As Syracuse faculty members became increasingly uneasy about the term "technology", the Syracuse academic program changed its name in 1979 to **Instructional Design, Development and Evaluation (IDD&E)**. This much longer phrase was thought to be more descriptive of what practitioners *do* and has remained in use since that time. There is no other academic program in the nation or the world that uses that designation. There has been no agitation to change the name again even with the emergence of new terms such as **information technology**.

performance technology and **interactive multimedia** to describe current developments related to the field.

From Audio-Visual to Instructional Communications

One of the first changes to occur in this decade was the re-naming of the Center and the academic program. This was done largely in response to the increasing influence of communications in the field. For example, a new scholarly journal, *AV Communication Review*, seemed to foretell some of the changes when it first appeared in 1953. Communication theory entered some of the audiovisual courses and seemed likely to continue its influence on the field. With these indicators of change on the national scene, **Don Ely** recommended changing the name of the Audio-Visual Center to the Center for Instructional Communications and, at the same time, changing the name of the academic program in the School of Education to Instructional Communications. There appeared to be no objections.

The Center for Instructional Communications

The Center for Instructional Communications (CIC), renamed in 1963 (from Audio-Visual Center) received strong support from Syracuse University's Vice President for Academic Affairs, **Frank P. Piskor**, to whom **Ely** reported directly. The fact that **Piskor** included **Ely** in the Council of Deans served as a signal to the entire University that the CIC was an integral part of the University's instructional program. In an attempt to alert the faculty to the resources and services of the Center, **Ely** arranged to meet with the faculty of every school and college within the University from January to May 1962. A multimedia (multi image) presentation was given across the campus over a five-month period. All CIC personnel had parts to play in the preparation and delivery of the presentation, which focused on the improvement of instruction. Examples of faculty using media and technology were presented in an attempt to stimulate use by other faculty who had not as yet used media in their teaching. The "promotion" session ended with the distribution of a folder outlining CIC services and indicating names of people to contact. At that time, most of the services were "free" for instructional purposes-- a basic principle for promoting the use of CIC services. The presentations were well received, and the use of services by the faculty increased.

Instructional Communications as an Academic Area

Instructional Communications, as an academic area in the School of Education was also on a growth path this decade. In addition to newly recruited program faculty with appointments in the School of Education, the School of Journalism offered courses

in photography for educators taught by **Wesley Brewster** and **Fred Demarest**. The Radio-Television Department with a strong Master's degree in television, offered courses for educators in that area taught by **Eugene S. Foster** and **Lawrence Myers, Jr.**

As noted earlier, **Don Ely** began his academic career at Syracuse University in 1956 when he was hired as assistant director of the Audio-Visual Center and instructor in education. In his first year, he taught AV Ed. 112, "Methods and Materials of Audio-Visual Instruction" both semesters and AV ED. 113, "Selection and Evaluation of Education Films" during the first semester and AV Ed. 214, "Administration and Supervision of Audio-Visual Instruction" with **Don Williams** (who was often out of the country on contract assignments) during the second semester. His annual report indicates that he coordinated Summer Sessions activity for the program and served as chair of the department's Curriculum Committee. He was secretary of the All-University Instructional Materials Advisory Council and supervisor of all campus audiovisual services.

For the next two years, **Ely** reported that he was the "coordinator of academic program and staff; Summer Sessions; extension courses; public relations activities and the School of Education 'New Idea' Committee." He also served on two Master's thesis committees.

With the departure of **Williams** and the continuing absence of **Dr. Reign Hadsell**, who was still working on an overseas contract, the only faculty left were the individuals who had been hired primarily to handle service functions: film production, photography, graphic arts, and the film library. Faculty from Radio-Television were available to offer occasional courses, but had academic appointments in and loyalties to the School of Speech and Dramatic Art. The first task for **Ely** was to hire additional academic staff while holding on to the service personnel who were serving the entire University.

New Academic Appointments

New academic appointments came in 1960 when **Eugene K. Oxhandler** was recruited from Penn State University. As an associate professor with an Ed.D. from Teachers College, Columbia University, he helped attract other faculty members: **Walter J. (Jerry) Mars**, from the deanship at Lyndon (Vermont) Teachers College (who was eager to complete a doctorate) and **Kenneth Fishell** from the University of Rochester, where he had just finished his doctorate. Other doctoral hopefuls, **Philip Morrison** and **Allen Vincent-Barwood** came primarily to serve in management capacities and to teach at least one course each year. In the area of production, **Richard Cressey**, **Don MacIsaac**, and **Elliott Cooley** joined the CIC staff and also taught courses. **Lee Mc Conkey** and later **Jack Tyo** were the only joint appointments in CIC and the School of Education. **McConkey's** doctorate was from Penn State, and **Tyo's** from Indiana. Shortly after these appointments were made, **Augustin A. ("Gus") Root** was

recruited to the program to work in the areas of instructional psychology and programmed learning. **Gus** came with an engineering background, experience in the General Electric Company, and a Ph.D. in psychology from Syracuse University. All of these appointments were made during **Don Ely's** first five years as chair.

New faculty appointments during the latter part of this decade were **Fred Knirk** (with a doctorate from Wayne State University), **Cass Gentry** and **DeLayne Hudspeth**, (doctoral graduates of Michigan State University).

Other Happenings this Decade

The U.S. Office of Education (USOE) awarded 10 National Defense Education Act (NDEA) doctoral fellowships to the academic program from 1962 to 1964. During these years, a series of well-funded academic programs from USOE were initiated: the Summer Institute for Advanced Study in Educational Media (1965); the year long Experienced Teacher Fellowship programs (1966 and 1967); the Mid-Career Institutes for Media Personnel in Higher Education (1967 and 1968); along with other fellowships sponsored by the General Electric Company and the Methodist Church. These were the "golden years" in the academic program and Syracuse was even more in the national spotlight.

Another NDEA-sponsored event was the "Systems Conference" held at Syracuse in 1964. With an increasing interest in a comprehensive approach to instructional development, leaders in the field were advocating a systems approach. This invitational conference attended by approximately 50 people, mostly from university academic programs, heard from such nationally known systems people as **C. West Churchman** and **Russell Ackoff**. The papers from this conference are still considered to be classics in the literature of the field.

National networks were formed among the leading universities in the field. An initial impetus for cooperation came in 1965 from **James D. Finn**, head of the instructional technology program at the University of Southern California. His rationale at the time was that there were so many needs and opportunities in the field, no single institution could handle all of them. He called **Jack V. Edling**, from Teaching Research in the Oregon State System of Higher Education, **Charles F. Schuller**, director of the Instructional Media Center at Michigan State University and **Don Ely** from Syracuse to join him in a cooperative effort that was initially called the National Special Media Institutes. The aim was to provide a joint thrust in professional education in media and technology throughout the United States. A brochure about the organization (which was later called, the University Consortium for Instructional Development and Technology [UCIDT]) stated: "The purpose of the Consortium is to provide a level and quality of professional service in instructional development and technology which would not be possible through a single or lesser combination of

institutions in this field." Later members of the Consortium were Indiana University, U.S. International University (replacing Teaching Research when **Edling** moved there from Oregon) and Florida State University. Still later, Arizona State University and the University of Georgia joined. More about these programs in later chapters.

Don Ely received national recognition with his election to the presidency of the Department of Audio-Visual Instruction (DAVI) of the National Education Association in 1964, one year after he had returned from Chile where he served as a senior Fulbright professor at the University of Chile. A series of publications and presentations for national and international audiences followed and further spread the news that "Things Are Happening at Syracuse"--the title of an article by **David Cram** (a staff member and a Ph.D. candidate) in the April, 1967 issue of *Educational Screen and Audiovisual Guide*.

The 3 Ring "Circus"

The period from 1959 to 1970 was a three-ring "circus." One ring was the growing Campus Service, Photography, Film Library, Graphic Arts and Motion Picture Production units that made up the Center for Instructional Communications. The second ring was the expanding academic program that benefited from the federal largesse that funded professional education programs in the emerging field of educational media and technology. The third ring was the increasing visibility of the Syracuse program on the national scene.

By the late 60's, the momentum behind the development of "instructional communications" was accelerating. **Ely** convinced Vice Chancellor for Academic Affairs, **Melvin A. Eggers** (**Piskor** had left in 1969 to become president of St. Lawrence University) that the service and academic programs should be divided each with a person in charge. The Center for Instructional Communications along with Michigan State University, the University of Colorado, and San Francisco State University had begun to be active in a federally-sponsored program focused on the improvement of instruction using a process called, *instructional development*. In searching for a leader to capitalize on the increasing emphasis on instructional improvement, **Ely** recommended **Robert M. Diamond** for the position.

With the possibility of a major shift in organization, **Ely** took a leave of absence from Syracuse University in the spring semester of 1968. He went to Arizona State University in Tempe and taught a course there while working with **Vernon S. Gerlach** on a new textbook: *Teaching and Media: A Systematic Approach* which was published in 1971 by Prentice-Hall. The book was fortuitously published at the time when **Ely** began to devote his full-time attention to academic pursuits. (A second edition of the book was published in 1981. There are Japanese and Spanish editions of the first edition.)

Academic and Service Programs Separate

In 1971, the academic program and the Center for Instructional Communications service program were separated, and the Center for Instructional Development (CID) came in to being. At this time, the tradition of having one person as both Center director and academic program chair ended. **Robert M. Diamond** became director of CID and **Don Ely** continued to serve as chair of the academic program, which would soon change its name from Instructional Communications to Instructional Technology.

The Center for Instructional Development

When **Robert Diamond** arrived in 1971, the name of the Center was changed to Instructional Development--a reflection of **Diamond's** earlier efforts at San Jose State, the University of Miami, and the State University of New York at Fredonia. By shifting emphasis from media to the teaching and learning process, **Diamond** had become nationally recognized as a pioneer in the instructional development movement. **Ely** recognized his leadership potential and recommended **Diamond** to Vice Chancellor (later, Chancellor) **Melvin A. Eggers**. (Again, no search committee was involved.) **Eggers** visited **Diamond** at SUNY Fredonia to see what kinds of things he was doing in this new area of instructional development. He liked what he saw, and invited **Diamond** to come to Syracuse. With **Diamond's** arrival, he announced a name change for the Center. The new Center of Instructional Development (CID) built on the pioneering efforts of the Center for Instructional Communications and eventually became an "institution" in itself. Its 25th anniversary was celebrated in 1996. (The history of CID is published in a paper by **Robert Diamond** and is available from the Center for Support of Teaching and Learning at Syracuse University.)

THE THIRD DECADE - 1970-1979

DEANS: David Krathwohl (-1976); Burton Blatt (1976-1985)

With the formation (and separation from the academic program) of the Center for Instructional Development, the dual emphasis of this "history" shifts to a single focus--the *academic program*. In 1970, the academic program was called Instructional Communications, consistent with the Center. In 1975, with increasing use of the term instructional technology nationally, the program was designated the Area of Instructional Technology (AIT). (The School of Education did not have departments, only areas.) Some discomfort with the use of the word "technology" caused still another program name change in 1978: this time to Instructional Design, Development and Evaluation (IDD&E), a more functional and descriptive label.

While other federally sponsored academic programs were diminishing, an opportunity came to light that would create a new type of doctoral program within the Area of Instructional Technology. In 1969, Ely proposed a doctoral program in educational technology for experienced educators of the deaf (ET/D). Five Fellows began the program in 1970 and five more were added in 1971. By the time the program ended, 22 participants had completed a graduate sequence of courses and half had received doctoral degrees.

In 1971, **Dennis Gooler**, was appointed assistant professor (fresh from a doctoral program at the University of Illinois) and in 1972, **Philip Doughty** came from Florida State where he had just finished his doctorate. In 1974, **John Keller**, a recent graduate of the doctoral program at Indiana University joined the faculty. **Charles Reigeluth** came directly from his doctoral program at Brigham Young University in 1979. **Richard E. Clark** was hired specifically to be the chair of the program in 1975. He was on the faculty of Stanford University at the time. The chairmanship of the program shifted over the years with **Ely, Gooler, Doughty, Clark, Keller** and **Reigeluth** holding the position. Both **Ely** and **Doughty** served several terms in between other assignments. After his term as dean of the School of Education, **David Krathwohl** joined the IDD&E faculty and served as chair during the 1988-1989 academic years.

Internal Review of the Academic Program

An internal Syracuse University review of the Area of Instructional Technology was part of an all-University effort in 1975 to assess the quality of graduate education. Prof. **James Price** (Economics), Prof. **Michael Andrews** (Art Education) and a graduate student from Art Education, **Fred Wendell**, composed the Review Committee. A 15-page review addressed a series of standard questions developed by the Graduate School for each review. Over all, it is an extremely favorable review. Several quotes provide the flavor.

About responsiveness to student interests, contemporary developments and manpower needs:

It not only has the potential to be responsive but seems to be, in fact, responsive to both student interests and social needs. The Area of Instructional Technology is a relatively new approach within the School of Education. It grew out of an assessment of changes in education such as instructional development requirements of schools and universities.... It evolved from a previous Department of Audio-Visual Studies ... (to) the Area of Instructional Technology ... to encompass the systematic assessment of instructional needs, research on educational problems, instructional development, evaluation,

and problems having to do with the format for various types of instruction in educational settings. It appears to be responsive to both students interests and manpower needs.

About morale:

Both students and faculty agree that morale is excellent. The Area of Instructional Technology has made a deep commitment to developing and maintaining a "community"...The Committee has not located any exceptions or qualifications to the opinion that graduate student morale is excellent.

Secretaries During the Decade

A number of secretaries served the chair and the program over the years. In the long run, it is the secretaries who provide the continuity and helpful relationships with the students. Especially memorable are: **Judy Dolan, Marty (Metrick) Haggerty, Karen Kaplan, Cheri Schmitz, Harriet Gore, Marlene (Bortoff) Carlson, and Sandy Holcomb.** Linda Tucker, and Carole Bullock were active in the 1980's and 1990's.

Special Projects During the 1970s

Don Ely's interests shifted to the role and use of information technology in education. To explore this area in greater depth, he obtained a grant from the U.S. Office of Education in 1972 to create the Center for the Study of Information and Education (CSIE). During a one-year leave of absence, he worked in a building at Skytop on Syracuse University's south campus where he ran this small but important operation with a secretary, an assistant director, two graduate assistants, and several consultants.

The work in CSIE and membership on the National Advisory Board of the ERIC Clearinghouse on Educational Media at Stanford University led **Ely** to initiate a proposal to the United States Department of Education to operate the ERIC Clearinghouse on Information Resources (a merger of the Clearinghouses on Educational Media and Library and Information Science). With the help of **Richard Clark**, who had been associated with the Clearinghouse at Stanford, a proposal was submitted in 1976. An award was made to Syracuse University to begin operations in January 1977. The ERIC Clearinghouse (now called, "Information and Technology") has remained at Syracuse since that time.

In the mid-1970s, an active interest in the growth and development of educational technology developed in Iran. **Farhad Saba**, a doctoral candidate in the

program, was named director of Educational Radio and Television of Iran, a division of National Iranian Radio and Television. He called upon his Syracuse contacts (and universities in the University Consortium for Instructional Development and Technology group) to help in the training of personnel both within the country and at Syracuse University. (The national headquarters was moved to Syracuse University in 1979.) Most faculty members spent some time in Iran, usually on short-term consultations, but **Jack Tyo** and **Gus Root** spent extended periods living there with their spouses in 1981-1982. The professional relationship ended abruptly when the revolution erupted in 1983.

A few months after the beginning of the Iranian program in the fall of 1977, a contract with the U.S. Agency for International Development brought 20 Indonesian graduate students for a Master's program in the Area of Instructional Technology. Both groups overlapped, creating a mini-United Nations along with students from other foreign lands.

THE FOURTH DECADE - 1979-1989

*DEANS: Burton Blatt (-1985); Harold Herber (1985-1986);
Joan Burstyn (1986-1989)*

The Syracuse program has maintained national recognition as one of the outstanding academic programs in the field. In 1981, Moore published "Educational Media Professionals' Perceptions of Influence and Prestige in the Field of Instructional Technology: A National Survey" in the journal, *Educational Technology*. In that study, the Syracuse University program was ranked #2 (after #1 Indiana University) and **Don Ely** was recognized as #2 among "individuals considered most influential" (after #1 **Howard Hitchens**, the Executive Director of AECT and a Syracuse Ph.D).

A replication of the study in 1988 by Moore and Braden, found Syracuse ranked #3, behind Indiana and Florida State University. **Ely** was not among the list of "influential people" probably because the population base of the study had been changed to include professionals in business and industry. (Only 4 of the 9 on the 1981 list were also listed on the 1988 list.)

A more recent study of colleges of education by West and Rhee (1994) erroneously included programs in *educational technology* in the category of vocational and technical departments. Of the 26 programs in that category, 6 have major educational technology programs. Syracuse was ranked #17, Indiana was ranked #25 and Florida State #16 in prestige. In productivity, Syracuse was ranked #8 and Indiana was #21 and Florida State #18. Even with the inappropriate placement of the Syracuse "technology" program, it still stood fairly high in the independent rankings.

With the departure of **John Eggert** and the retirement of **Jack Tyo** in 1982, new faculty members were sought to replace them. **Nick Smith** left a position at the Northwest Regional Educational Laboratory and was appointed in 1985 as an associate professor with a specialty in evaluation. **Barbara Grabowski** came in 1988 and left for Penn State in 1991. **Alex Romiszowski** came from England in 1986 and, after his departure from the deanship of the School of Education in 1976, **David Krathwohl** joined the program in 1978 and served as the chair for the 1988-1989 academic year. **Rob Branch**, with a newly minted doctorate from Virginia Tech University, began his service in 1989.

During the 1980's, the relationship between IDD&E and CID became closer with doctoral graduates **Frank Wilbur** and **Leo Lambert** working in Project Advance, an integral part of CID at that time, and with many IDD&E students employed in evaluation and instructional development as graduate assistants. (Project Advance was a special program that was developed within the Center for Instructional Development offering high school seniors the opportunity for advanced placement in colleges and universities after successfully completing Syracuse University courses). **Robert Diamond** taught courses for IDD&E as did **Peter Gray** and **Tony Roberts**, another IDD&E doctoral graduate. In 1991, a major project to quickly develop distance learning materials for Marines who were participating in the Desert Storm action in Saudi Arabia and Kuwait brought about recruitment of IDD&E graduate students to work with the faculty and the CID staff.

Growth of International Activities

International activities with Indonesia continued during this decade. Faculty members took on consultations for Indonesia's Center for Communication Technology of the Ministry of Education and Culture. **Yusufhadi Miarso** who had received his Master's degree from the program in 1964 directed the Center originally. Other graduates who were in residence at Syracuse during the 1977-78 academic year were also active in the process of curricular development at the Institutes of Advanced Education (IKIP) and in training of the Center staff. Later, several Syracuse faculty participated in the planning of the Indonesian Open University (Universitas Terbuka) working alongside five recent Syracuse IDD&E doctoral recipients who were on the staff of the new distance learning university. The activity during this period was the result of a long-term commitment to the professional preparation of educational media and technology specialists that began in 1958 with **Raden Santoso Hamijoyo** who eventually became the director general of primary and secondary education for the entire country. Further academic relationships were developed with the training staff of the National Family Planning Center who sent more than ten people to Syracuse for graduate study in the field of instructional technology. **Yusufhadi Miarso** received the AECT Distinguished Service Award in 1985 at the Anaheim convention. He is the only international recipient of the award.

In 1989, **Don Ely** took advantage of a sabbatical semester and went to South Africa to teach for a month at the Soweto College of Education. This international effort, sponsored by USAID, was followed by a Fulbright appointment for research in the American Republics. The three-month appointment permitted Ely to do research in Chile and Peru following his earlier work there: Chile in 1963 and Peru in 1975. Another trip to Indonesia at this time provided another site for research. In all the countries (except South Africa), **Ely** was doing research on the conditions that facilitate the implementation of educational technology innovations. Several publications came out of this effort.

Another international initiative that continues to this day is a cooperative program between IDD&E and the University of Twente in the Netherlands. In 1980, the newly appointed dean of the program in Applied Instructional Science (**Tjeerd Plomp**) visited Syracuse University to learn about the curriculum in educational technology. Subsequently, he invited **Ely** to come to Holland for a whole year, but this was not possible at the time. **Ely** arranged with **Michael Molenda**, a Syracuse Ph.D. in Instructional Technology, and then an assistant professor at Indiana University, to share the year at the University of Twente. **Molenda** was in residence during the fall semester and **Ely** in the spring. During that time, both were involved in the planning of the new curriculum, which would be offered to students for the first time in the fall of 1981. Later, an agreement was signed between Syracuse University's School of Education and the University of Twente to exchange professors, students and information. Over the years, six Syracuse faculty have taught at Twente (**Ely**, **John Keller**, **Nick Smith**, **Roger Hiemstra**, **John Centra** and **Alex Romiszowski**) and seven Dutch faculty have taught at Syracuse (**Tjeerd Plomp**, **Egbert Warries**, **Sanne Dijkstra**, **Martin Berger**, **Henk deWolf**, **Jan van den Akker** and **Jules Pieters**). Several students from Twente have studied at Syracuse, including **Anke Steerneman** who completed a Master's degree, but no Syracuse IDD&E students have studied at Twente.

THE FIFTH DECADE - 1989-1998

DEANS: Philip Doughty (1989-1990); Steve Bossert (1990--)

The on-going parade of faculty continued during this decade. **P.K. Jamison** came from Indiana University for one year (1992-93). The closing of the Syracuse University Adult Education program in 1993 brought **Roger Hiemstra** from that program to IDD&E. **Barbara Grabowski** left for Penn State in 1991 and **Don Ely** was on leave during 1992-1993 to serve as program director for dissemination in the Division of Research, Evaluation and Dissemination of the National Science Foundation.

In 1993, IBM Canada sought proposals that would make a Master's degree program in educational technology available for their senior professional staff. IDD&E

submitted a proposal and it was accepted by IBM. A combined residential/distance program started in 1994. The first eleven graduates of that program received Master's degrees in 1995. As of 1997, twenty of the original thirty completed the program. As of 1998, the program is in limbo.

Although the IDD&E program continued to attract top students and course enrollments remained high, the number of faculty dwindled. **Ely** retired in 1995 and **Hiemstra** retired in 1996. **Rob Branch** left IDD&E to take a position at the University of Georgia in 1996. None of the positions were filled immediately after their departures.

With the reduction in IDD&E faculty, colleagues on campus and nearby locations were sought out to teach courses in the program. **Bobbi Yonni**, an IDD&E doctoral graduate and CID staff member taught courses in human resource development. Another graduate, **Chuck Spuches**, on the faculty of the College of Environmental Science and Technology, taught the "Diffusion of Innovations" course and "Project Management." **Dan Lake**, from Onondaga-Cortland-Madison BOCES taught introductory computer applications courses. **Win Rice**, an educational technology graduate of the University of Texas and a staff member of the SUNY Health Science Center in Syracuse taught "Principles of Teaching and " and **Bob Diamond** taught "Instructional Development in Higher Education." These practitioners have added an important dimension to the academic environment and have been welcomed as special colleagues.

In 1996, School of Education Dean **Steven Bossert** recruited an External Review Committee "...to develop alternatives for the future of the IDD&E program at Syracuse University." The chair was **Tom Schwen**, chair of the Instructional Systems Technology academic program at Indiana University. Other members included: **Gary Bitter**, Arizona State University; **Peter Mosenthal**, School of Education; and **Sevilmedu Raj**, School of Management (both at Syracuse University). The Committee submitted their report in April 1997 and it is in the process of implementation. Major recommendations were:

- A. "(Arrange for) Dissertation Advisement and General Maintenance"
- B. "Recruit Chair 1997-98"
- C. "Hire Assistant Professor (1998-99); Build Strategy for Future"
- D. "Capitalize on momentum of new hires/new strategy and market program"

As this monograph is being written, **Rita Richey**, chair of the Instructional Technology program at Wayne State University, is a consultant to the IDD&E program to help implement these recommendations beginning with the recruitment of a new program chair.

Training Systems Institute

The Training Systems Institute (TSI), initiated in 1986, undertook a contract with USAID to prepare citizens in various cities across the U.S. to receive interns from Eastern Europe in 1996-97. A discussion of various other projects that have been handled by this internal program entity will be presented in Chapter Eight.

CHAPTER TWO

THE FACULTY--THOSE WHO CAUSE LEARNING TO OCCUR

The faculty of the academic program and the faculty and staff who served in the Center have maintained a wise balance of theory and practice. The field, after all, is primarily an *applied* field, but it is not without its research and theoretical underpinnings. Without support of basic core rationales, the field would be more technical and vocational than oriented toward teaching and learning. The faculty over the years have realized the importance of both emphases and have demonstrated the soundness of this approach in their teaching and applied work

Only a minority of faculty during the program's 50-year history have come from programs like the one at Syracuse. For example, **John Eggert**, **Dennis Cooler** and **Nick Smith** held non-educational technology graduate degrees in evaluation. Instructional and learning psychology were the backgrounds of **Bob Taylor**, **Dick Clark**, **Reign Hadsell**, **Ken Fishell** and **Charles Reigeluth**. Communications was represented by **Jeff Katzer** and **Larry Myers** and engineering by **Alex Romiszowski** and **Gus Root**.

From educational technology programs like Syracuse came **Cass Gentry**, **DeLayne Hudspeth**, and **Lee McConkey** (Michigan State); **Jack Tyo**, **John Keller**, **Rob Taylor**, **Phil Morrison**, **Dan Owen** and **Lu Snyder** (Indiana); **Fred Knirk** (Wayne State); **Phil Doughty** (Florida State); **John Eggert** (Chicago); **Barbara Grabowski** (Penn State); **Gene Oxhandler** (Teachers College, Columbia); **Bob Diamond** (New York University); **Roger Hiemstra** (Nebraska); **Jack Driscoll**, (Penn State); **Roy Madsen** and **Tom Nielsen** (University of Southern California); **Gus Root** (Syracuse University); **Charlie Reigeluth** (Brigham Young University); **Ed Schneider** (Rutgers) and **Rob Branch** (Virginia Tech).

The Syracuse program produced some of its own doctorate holders, some of whom taught during graduate study and, in some cases, after receiving their degrees. They were: **Don Ely**, **David Cram**, **Larry Myers**, **Gene Foster**, **Jerry Mars**, **Bob Cox**, **Frank Wilbur**, **Tony Roberts**, **Chuck Spuches**, **Bobbi Yonai** and **Sol Dworkin**.

Then there were those who taught in the academic program, but did not have appointments in the School of Education: **Elliott Cooley**, **Don MacIsaac**, **Fred Demarest** (from the S.I. Newhouse School of Communications), and **Phil Morrison**.

Summer Session Programs and Faculty

Visiting faculty enhanced summer programs. In the early years of the program, they came from the public schools: **Frank Bishop**, audiovisual director from the

Jamesville-Dewitt Schools, **Charles Luminati**, from the Great Neck (Long Island) Public Schools, and **Paul Reed**, audiovisual director for the Rochester (NY) Public Schools. Reed taught courses at Chautauqua. For several summers, workshops were held on "Audiovisual Communication for Religious Education" with such notables as **William S. Hockman**, **George Ammon**, and **Charles Schmitz** as guest lecturers. Other summer session visiting professors were **James D. Finn** from the University of Southern California who taught two courses in 1959, and **Richard B. Lewis** from San Jose State University who was a visiting professor in 1960 and in 1962. **Robert E. deKieffer** came from the University of Colorado to teach courses in the program as did **William Gnaedinger** from Washington State University. In 1965, **Johnny Shaver** from the North Carolina Department of Public Instruction and **Alan Green** from the School of Architecture at Rensselaer Polytechnic Institute were visiting professors during part of the summer session.

Faculty from Within Syracuse University

Not all instructors came from the School of Education or from off-campus organizations. The program reached out to related areas in the Radio and Television program in the School of Speech and Dramatic Art and to the School of Library Science. Courses in communication and radio/television production were offered by **Larry Myers**, **Gene Foster**, **Dick Barnhill**, **Richard Averson**, and **A. William Bleum**.

In the School of Library Science (now called Information Studies), **Carl Melinat** and **John Allen** offered courses that were of interest to instructional technology students. **Jeff Katzer**, who was first appointed assistant professor of instructional technology in the School of Education in 1969, moved to the School of Library Science as planned during the next academic year. IDD&E students have often preferred his statistics courses over the years. More recently, **Ruth (Small) Curtis**, an IDD&E graduate, taught a motivation course for IDD&E students.

The S.I. Newhouse of Public Communications is a natural ally with its production facilities and world class faculty. **Peter Moeller**, **Dick Barnhill**, and **Michael Schoonmaker** have taught courses in television production. **Fred Demarest**, **Bob Kerns**, and **Tony Golden** (an IDD&E Ph.D. graduate) have taught photography courses. Other members of the Newhouse faculty who hold doctoral degrees from IDD&E are: **Stan Alten**, **Ron (Graeff) Hastings**, **Glenn Showalter** and **Roosevelt Wright, Jr.** When the School of Journalism became the Newhouse School of Public Communications, the Radio, Television and Film Department moved from the School of Speech and Dramatic Art to become a department in Newhouse. Many of the faculty listed above were part of the move.

After the Center for Instructional Development (CID) was established, individuals from that organization taught courses for the academic program. **Bob Diamond** held an appointment in the School of Education and taught courses for

IDD&E from time to time. **Tony Roberts** from CID taught several courses. **Bobbi Yonai** is a frequent lecturer and dissertation committee member and **Frank Wilbur** still appears in IDD&E classes despite a heavy administrative load. **Chuck Spuches** slips away from his faculty development position at Environmental Science and Forestry to teach IDD&E courses. All (except Diamond) have IDD&E doctoral degrees. **Peter Grey**, currently associate director for the Center for Support of Teaching and Learning (the latest incarnation of CID) is also a resource person.

Sharing of faculty has been reciprocal. **Don Ely** was an adjunct professor at the SUNY College of Environmental Science and Forestry where he worked with **David Hanselman** in the area of environmental communications. Several students have minored in this area. **Ely** also taught a course called "Survey of Communication Media" for the School of Library Science and a course on "Visual Presentation" for the School of Speech and Dramatic Art.

As noted earlier, the School of Education offered a 10 clock hour laboratory in the operation of audiovisual equipment, selection of media and utilization of media in the classroom for elementary education majors during the late 1950s. The instructors were graduate assistants from the audiovisual program. In the 1990s, the School of Education computing laboratories have been monitored mostly by IDD&E graduate students.

Role of Faculty Members

Graduate academic programs are best known for their faculty. At Syracuse, the faculty members have been much more than lecturers. Most have been mentors to Master's and doctoral students. In many cases, students have worked closely with faculty members on research and development projects and programs in which both seem to profit. One of the most memorable was the Instructional Development Institutes (IDI) in the late 1960s. The project was run mostly by graduate students: **Bruce Dewey, Pete Trachtenberg, John Johnson, Ken Jordanek, Steve Schwartz** and **Ken Tessier** come to mind. They worked directly with **Don Ely, Gus Root, John Tyo,** and **Lee McConkey**, and often served as surrogate faculty. **Bob Hunter** taught a graduate course in simulation during one summer session prior to finishing his doctorate.

The active participation of students under the guidance of **Nick Smith** supports the annual Kelly Conference in the area of evaluation. This is an entirely student-run conference with a faculty advisor in the background. The conference is named after the late **Ed Kelly** who taught evaluation courses for IDD&E while on the staff of CID. He died early in his academic career while a faculty member at SUNY Albany. Evaluation as a separate course was introduced by **Dennis Gooler** and further developed by **John Eggert**.

The advisory function has always been highly valued in our program. Not only do the faculty members counsel individuals about the academic program, but they also usually go far beyond that. Help in placement after graduation--and sometimes to the second and third jobs after graduation--is considered to be routine. Steering advisees toward internships where they can gain useful experience before entering the job market is often done. International students are usually given a little bit of extra attention because of language and cultural adjustments. Faculty members are sensitive to the special needs of international students and their families.

Many years after completion of the program, students are often grateful for instructors who were "tough" on them while they were taking courses. Alumni often refer to specific advisors or teachers who opened up new ideas or suggested new career paths. Clearly, for most of the IDD&E alumni, the faculty-student interface was a key part of the graduate experience and it is not forgotten.

Faculty Roll Call

One of the best ways of reviewing the faculty members over the years is to list them, one by one, for the decade in which they were appointed. The list indicates the date of initial appointment and the date of departure.

1940s

James W. Brown (1947-1948) *Deceased*
 Don G. Williams (1948-1959) *Deceased*
 Sol Dworkin (1949-1953)

1950s

Reign S. Hadsell (1953-1957) *Deceased*
 Donald P. Ely (1956-1995)
 Eugene S. Foster (1957-1964)
 Lawrence Myers, Jr. (1957-1994)

1960s

Robert A. Cox (1960-1965)
 Eugene K. Oxhandler (1960-1967) *Deceased*
 Walter J. Mars (1961-1965)
 Donald MacIsaac (1961-1962)
 Philip R. Morrison (1961-1966)
 John Driscoll (1962-1964)
 David Cram (1965-1968)
 Kenneth N. Fishell (1965-1971)
 John Tyo (1966-1983)
 DeLayne Hudspeth (1966-1970)
 Fred Knirk (1967-1970)
 F. Lee McConkey (1967-1972)
 Augustin A. Root (1967-1978)
 Cass Gentry (1968-1970) *Deceased*
 Jeffrey Katzer (1969-1970)

1970s

Robert Taylor (1970-1972)
 Dennis Gooler (1971-1974; 1977-1978)
 Robert M. Diamond (1971-1997)
 Philip Doughty (1972-)
 Tim Wilson (1972-1973) *Deceased*
 Thomas Nielson (1972-1976)
 Roy Madsen (1974-1975)
 John Keller (1974-1985)
 Richard Clark (1974-1978)
 Charles Reigeluth (1978-1988)

1980s

Roger Hiemstra (1980-1996)
 John Eggert (1983-1985)
 Nick Smith (1985-)
 Edward Schneider (1982-1983)
 Alex Romiszowski (1986-)
 Barbara Grabowski (1988-1991)
 Robert Branch (1989-1996)
 P.K. Jamison (1991-1992)

Some of the names and dates may not agree with the time certain individuals spent at Syracuse University. In the 1960s and 1970s, there was a policy about joint appointments between the Center and the academic program. Some people were appointed to the Center and later were appointed to the School of Education faculty. Some of these people taught courses before they received academic appointments.

There were other faculty from outside the University who taught courses for the program as adjunct professors. In the 1960s, **Frank Bishop** from the Jamesville-Dewitt Schools taught courses on campus and at Chautauqua. At the same time, **Elliott Cooley** taught courses in motion picture production, but was not appointed to the faculty because he did not have a college degree. His "degree" was his many years of service as a film producer at the Calvin Company in Kansas City. **Dan Lake** from Onondaga-Cortland-Madison BOCES taught introductory courses on computers in education. **Winthrop Rice III** from the SUNY Health Center taught instructional and learning psychology. The most interesting arrangement for an adjunct was when **David Jonassen** from the University of Colorado flew to Syracuse for alternate weekend sessions during the spring semester of 1989. In the early 1980s, **David Hawkrige**, head of the Institute of Educational Technology in the British Open University taught several units in courses during time in residence during a sabbatical.

CHAPTER 3

STUDENTS -- WHO WAS HERE, WHEN, AND WHERE THEY ARE NOW

First the Statistics

In the past 50 years, 932 graduate degrees have been awarded by the program: 644 Master's degrees [including Certificates of Advanced Study] and 288 doctoral degrees [Ed.D and Ph.D.]. There is a story behind each person and each degree. It is not possible to provide all the details here.

In a 1997 study of alumni, about 900 questionnaires were sent to program alumni. 350 responded. As for the "missing," they may have moved and left no forwarding address; they may be in other countries where postal services are not always reliable, especially when someone moves; or they may not have answered yet (for some reason). We learned a few things about the alumni who responded.

There are several ways to look at alumni. In this chapter, the focus is on: (1) where former students are now; (2) the dual role of graduate students--as instructors and staff; (3) international students; (4) other students; (5) strange and unusual facts about past graduate students and (6) books written by IDD&E graduates.

Where are they now?

The alumni survey provides a picture of about one third of the program graduates. About two-thirds of those graduates who responded reported that they are currently employed in the field of educational technology. However, 86% indicated that they had been employed in the field at one time or another. One interesting fact is that about one-third of the responding graduates have worked in one or more of forty countries, e.g., Saudi Arabia, Iran, Indonesia, Japan, Taiwan, Venezuela, Peru, Mexico, Egypt, Germany, England, Canada and various other locations. Some of the respondents may have been citizens of the countries in which they have worked.

The occupational areas vary in seven categories:

Higher education	38%	Government	7%
Business & Industry	28%	Non-profit organ.	4%
Military	14%	K-12 Education	1%
Other	8%		

What do the following positions have in common?

President of a South Carolina college

First African-American President of AECT

Director General of Primary and Secondary Education in the
Ministry of Education and Culture in Indonesia

Chair of graduate programs in Educational Technology in
several universities

Vice President of Arthur Andersen Co.

Faculty members in six colleges and five administrative offices within
Syracuse University

Assistant Secretary, U.S. Department of Education

Founder and President of a major medical design company

A professor with a Ph.D. degree in Biochemistry and an
Ed.D. in IDD&E

A Medical Doctor from Switzerland with a Ph.D. from IDD&E
Superintendent of Schools, suburban New York school system

You probably guessed it. All positions are held (or were held) by graduates of the IDD&E (Audiovisual, Instructional Communications, Instructional Technology) program at Syracuse University. The list is more or less random (according to the author's memory) and could be expanded many fold. IDD&E graduates enjoy a variety of positions throughout North America and in other countries around the world. Among these graduates, are the people who fill (or have filled) the positions listed above.

A Dual Role: Students as Teachers and Staff

When the program began in 1948, individuals were being prepared for service in the public schools where the position of audiovisual director was being established. The courses were aimed at K-12 teachers and those who would work with them. One of the first courses in the graduate program was "Administration of Audio-Visual Services." As the Syracuse program served a dual purpose (academic and service), interest in higher education grew. After an initial emphasis on management of such programs in colleges and universities, the program evolved into a focus on the improvement of instruction. This new direction was called instructional development.

In all of the above incarnations of the program, some graduate students were involved in practice while completing an academic degree.

"Service" courses focusing on the operation of audiovisual equipment and appropriate classroom use were taught by graduate assistants. In the mid-1950s, **Carson Graves** (later the Director of the Educational Film Library at S.U.), **George Cochran** (later Professor of Instructional Technology at San Jose State University) **Gil Tauffner** (later Director of Audiovisual Education for the Atlanta Public Schools) and the late **Dick Hubbard** (Professor of Instructional Media and Technology at SUNY Oswego) were among the GAs who taught the 10 hour course for elementary education majors.

The early film production effort used graduate students as crew, camera people and sometimes, as editors. **Pete Tarolli** (currently owner of a commercial photography studio in Syracuse), **Don MacIsaac** (later a member of the Center's production staff) and **Ken Jordanek** (later a member of the Instructional Development Institute staff) were assigned to this area.

In the mid-1960s, as "instructional development" was beginning to emerge nationally, the Syracuse program joined with Michigan State University, San Francisco State University and the University of Colorado in an instructional improvement project sponsored by the United States Office of Education. The late **Cyril Koch** (later director of Educational Communications at SUNY Cortland) and **Milt Patrie** (later assistant professor of Educational Technology at the University of Kentucky) worked with the project co-directors: **Gene Oxhandler** and **Ken Fishell**.

The Special Media Institutes (SMI) project operated by the University Consortium for Instructional Development and Technology (UCIDT) was run almost entirely by graduate students. **Bruce Dewey** was the leader, with **Pete Trachtenberg**, **Stan Schwartz**, **Ken Tessier**, **John Johnson**, and **Ken Jordanek** close at hand. Their creative and cooperative approach helped Syracuse be a major player in the planning and delivery of the Institutes for discipline-oriented seminars, e.g, the History-Media Institutes and for the development and field testing of the Instructional Development Institutes (IDI). This was truly a student-managed enterprise.

When **Robert Diamond** created the Center for Instructional Development in 1971, graduate students and graduates of the academic program became prime personnel resources. **Bob Holloway** became the first director of Project Advance (an advanced placement program for high school seniors established by CID in 1972). Frank Wilbur followed him. **Tony Roberts** returned from the University of Vermont to head the Instructional Development unit and **Bobbi Yonni** continues to serve on the staff. Earlier, **Joe Durzo** (later founder and president of a Boston-based consulting firm) and **Tom Reeves** (later professor of instructional technology at the University of Georgia) served as GAs. In some cases, the NDEA Fellows served internships in

instructional development: **Rick Muller** (later head of media and technology at Hampshire College) and **Herb Miller** (later chair of instructional technology at the University of Southern California) conducted research related to improvement of instruction.

International Students

From the earliest days of the program, there have always been international students in residence. Many came with support from their governments or various United States sponsored programs: Fulbright, USAID and U.S. State Department contract programs. United Nations agencies and the World Bank sponsored others. Some held special scholarships from foundations and private sources - primarily companies. Approximately 50 countries have sent students to earn Master's, Certificate of Advanced Studies (CAS) and doctoral degrees. It is difficult to generate a comprehensive list, but here are some representative countries and graduates:

Australia - **John Hedberg, Peter White, Robert Clinch**
 Botswana - **Ronald Mokwena**
 Brazil - **Hermilina Romiszowski**
 Cameroon - **William Ekane**
 Canada - **Bruce Clark, G.A.B. Moore, Robert Reid, George Southhall, Hugh Howson, Joanne Garfield, Don McIntosh, Charles Callahan, Richard Lewis, Viki Thomas, John McCubbin, Robin Taylor**
 People's Republic of China - **Kai Yeh, Susy Chan, Josephine Chiu**
 Chile - **Macarena Aspillaga**
 Columbia - **Jorge Jimenez**
 Egypt - **Sam Nakhla, Manal El-Tigi**
 Guyana - **Arnold Gibbons**
 Hong Kong - **Clem Chow**
 India - **Prachee Mukherjee, Shamili Sandiford, Venu Macwan, M.P.Saxena, Ramesh Gaonkar, Saroja Ullagaddi**
 Indonesia - **Santoso Hamijoyo, Yusuf Miarso, Atitje Motik (+ 40 others)**
 Iran - **Farhad Saba, Taghi Ghaffari, Firouz Rahmanzadeh (+ 20 others)**
 Israel - **Ruth Nabat, Felicia Kaplan, Abi Schatz**
 Jamaica - **Anthony Fisher**
 Kenya - **James Bukhala**
 Korea - **E-chol Chang**
 Lebanon - **Mina**
 Malaysia - **Abtar Kaur, Mokhtar Hjnawawi**
 Malta - **Savior Chircop**
 Mexico - **Alberto Garduno**
 Netherlands - **Anka Steerneman**
 New Zealand - **Harry Mouton**
 Nigeria - **M.P. Okonny, Joe Richante**

Palestine - **Afnan Darwazeh**
 Pakistan - **Tahmina Zamin**
 Peru - **Atilio Leon, Enriquetta Gazzini**
 Phillipines - **Dani Aguila, Riorita Ceniza, Luz Ruiz, Ponciano de la Paz, Elinora Eav**
 Puerto Rico - **Awilda Ramirez, Hiram Fernandez-Rosa**
 Rwanda - **Laurant Ndeze**
 Russia - **Olga Matyash**
 Singapore - **Mildred Yap, Muriel Lim-Quik, Bina Damodaran**
 South Africa - **Gail Coulson, Costas Criticos**
 Swaziland - **Ivy Cele**
 Switzerland - **Beat Schurch**
 Taiwan - **Chun-I Chao, Wen-chi Huang, Ying Wu, Marjorie Chang, Susy Chan**
 Thailand - **Penrudi Meesuwan, Sman Chatiyononda, Anant Prichavudhi, Pornsiri Neelapathamnon**
 Turkey - **Fulya Sari, Ulku Sayiner Koymen, Habibe Aldag**
 Ukraine - **Alla Meleshevich**
 United Kingdom - **John Rushbrook**
 Venezuela - **Egla Aguirre, Fredy Bentti, Carmen Cardenas, Edgar Moreno, Tibisay Acevedo**
 Zambia - **Lucas Chidea-Chihota, Juma Nyirenda**

We do not have an accurate account of the total number of international students who earned degrees in the Syracuse program over the past 50 years, but the best estimate is about 250. Several groups came from Iran, Indonesia and Venezuela and they accounted for about 50 of the 250 international graduates. There were others who came to study for brief periods, but did not finish a degree for one reason or another. There were some who returned home and influenced others to come to Syracuse thus creating alumni "clubs" in Indonesia, Canada, Taiwan and Australia.

The first Indonesian students came as a small group in 1976-1977. They were: **Koyo Kartasurya, Lonnie Christiana, Anung Haryono, Wayan Inten, and Handy Kartawinta**. Others joined the program in January, 1978: **Sartini Moertono, I. Ibrahim, Hartono Kasmadi, M. Mudhoffir, Farida Mukti, Zul Nasution, Yunarsih Nazar, R. Radikun, Raphael Rahardjo, Arief Sadiman, S. Singowidjojo, Slamet Sudarman, Sofiati Suharto, Luluk Sumiarso, Atwi Suparman, Judica Tampubolon, Iskandar Wiryokusumo**. Later, from the Center for Communication Technology, **Sandjaya Siswosumarto** completed a Master's degree in 1982.

In 1977-1978, a group from Educational Radio and Television of Iran were in residence for a Master's degree program. The graduates were:

M. Kahnmohammadi, Farideh Azadharf, Bahman Bavifard, Akbar Choobdar, Abdul Daniamiseno, M. Essamroudsari, Hashen Fardanesh, M. Haghighat-Kashani, Simin Mirzaie, Ahmad Peikari, Mansour Rahbari, Medhi Sallili, and S. Tabriztchi.

There were other students from Indonesia and Iran before and after these groups. Several Indonesians went on to earn doctoral degrees from the S.U. program: **Indaryati (Atitje) Motik** (the first); later **Samidjo, Anung Haryono, Harris Iskandar, Rusly Mahady, Prasetya Irawan, Koyo Kartasurya, Paulina Pannen and Suciati.**

In a reciprocal-type move, many faculty were invited to serve as consultants or speakers in the countries where students had come from: Australia, Canada, Iran, Indonesia, Taiwan, Chile, Peru, Malta, South Africa, the Netherlands, China, and Venezuela. The "exchange" program between the University of Twente in the Netherlands and IDD&E has brought several students to Syracuse University, but only one for a degree (**Anke Sterneman**). No Syracuse IDD&E students have spent time in the academic program at Twente. The exchange seems to be more a faculty arrangement than a student opportunity.

Other Students

With 932 graduates of the program and the number approaching 1,000 by the end of the 1998 academic year, it is impossible to include all the names in the narrative history of the program. To facilitate memory, a list of the graduates, degrees earned, and year is presented in the Appendix of this document. In an attempt to refresh memories, the Appendix can be used as a reference.

Interesting and Unusual Facts About Graduates

Department Chairs. Many IDD&E graduates have become department chairs of academic programs: **Tim Ragan** (University of Oklahoma); **Norm Higgins** (Arizona State University); **Mike Molenda** (Indiana University); **Al Stahl** (Wayne State University); **Adrienne O'Brien** (New York Institute of Technology); **David Crossman** (University of Pittsburgh); **Herb Miller** (University of Southern California); **John Belland** (Ohio State University); **Mary Catherine Ware** (SUNY Cortland); **Francis Atkinson** (Georgia State University); **Barbara Billings Seels** (University of Pittsburgh) and **Elton Robertson** (Temple University).

African Americans. From the program's earliest days, there has been active recruitment of African-American students. One of the first doctoral graduates was **Helen Matthews** who went from Syracuse University to the New York State Education Department; the first Black President of AECT was **Wesley McJulien**. **Charles Byrd** combined educational technology and teacher education for his degree and his work at West Virginia State University. A strong tie between IDD&E and Southern University brought **Henry Wiggins, Curtis Mustiful, Curley Fountenberry and Henrietta Lard** to

the doctoral program. Our NDEA institutes brought **Walter Gill, Marion Henry, Elisha James** and **Roosevelt Wright, Jr.** to SU. Ken Fishell's contact with the University of Vermont attracted **Harry Thompson** and **Don Parks** while **Howard Baker, Tom Clinton, Walter Gill, Faye Macklin, Ted Wing** and **O.J. Neisler** found their way through other means. **Yvonne Goodwin, J.T. Howard, Crystal Yancy, Tiffany Wood** and **Wendy Thompson** are more recent graduates (or near graduates). There have been other African American students in the Master's program: **Kab Mitchell, Arnold Crump**, and **Sterling Rogers**. Most of the individuals above have earned the doctorate degree and the others have been awarded a Master's degree.

Syracuse University Faculty, Staff and Administrators. Syracuse University faculty from other schools and colleges within the University have earned doctorates from the IDD&E program. Some are still in service. Others have moved on. For the record, the first SU faculty member to receive a doctorate from IDD&E (other than **Don Ely** who received his Ph.D. in 1963) was **Gerald Ridenbaugh**, chair of the drama department in the School of Visual and Performing Arts. He died several years ago, as did another IDD&E Ph.D. holder, **Barbara Narrow** from the School of Nursing. Recent graduates from the School of Nursing are **Irene DiFlorio** and **Eileen Lantier**.

The S.I. Newhouse School of Public Communications has more IDD&E doctoral graduates than any other school within the University: **Stan Alten, Tony Golden**, and **Roosevelt Wright, Jr.** are active and **Tom Richards** has retired. **Glenn Showalter** and **Bob Kerns** finished Master's degrees while teaching photography. In the School of Information Studies, **Ruth Small Curtis** works closely with IDD&E colleagues. **Sally Short** still holds strong in the College of Human Development with an Ed.D from IDD&E and a Ph.D. in biochemistry. **Carol Berrigan** is in the School of Education in the area of special education. The College of Environmental Science and Forestry employs **Chuck Spuches** to head its instructional development work. His "boss," **Don Webster**, holds a degree from IDD&E and has just retired as director of the ESF Library. In CSTL (formerly CID), **Bobbi Yonai, Ruth Federman Stein, Rob Pusch**, and **Judy Grunert** represent IDD&E. Project Advance is headed by **Frank Wilbur** who also carries the title of Associate Vice President for Undergraduate Studies and, as of January 1, 1998, is the executive director of the Center for Support of Teaching and Learning (formerly, the Center for Instructional Development). **Jerry Edmonds** is an associate director at Project Advance.

Until recently, **Leo Lambert** was acting dean of the Graduate School. **Steve Marcone**, former head of the Music Industry program in Visual and Performing Arts, left with his doctorate from IDD&E to head a similar program for a New Jersey college. In the Office of Sponsored Programs, **Lorrie Anthony** holds forth. **Eric Plotnick** is assistant director of the ERIC Clearinghouse on Information & Technology and **Abby Kasowitz** is coordinator of the Virtual Reference Desk, a special project of the ERIC Clearinghouse. Training specialists in the Physical Plant Department are **Paul Blair** and **Paula Lichvar**. **Bob Kasprzycki** recently joined Syracuse University Continuing

Education. All in all, IDD&E graduates have made and are continuing to make special contributions to the institution that awarded them degrees.

Educators of the Deaf Program. A unique doctoral program in Educational Technology for Educators of the Deaf started in 1970 and attracted 22 students over its seven-year duration. The first graduate in 1972, **Robert Davila**, who is in fact deaf himself, went on to a distinguished career in deaf education. President Bush appointed him Assistant Secretary of Education. **Davila** later became a vice president of the Rochester Institute of Technology where he is associated with the National Technical Institute for the Deaf. On the faculty at RIT/NTID are IDD&E doctoral graduates: **Paul Peterson, Jim DeCaro, and Jim Cox.** Meanwhile, at Gallaudet University, the major post secondary institution for deaf and hearing-impaired individuals in the U.S., **Ron Nomeland** serves as head of the Instructional Technology program and on the faculty are **Eileen Costello, Ramon Rodriguez, Jim Achtzehn and Barbara Bodner-Johnson.** Others in that program who completed doctorates are: **Carol Berrigan** (Special Education, Syracuse University), **Pat Yacobacci** (New York University) **Sr. Frances Solano** (Diocese of New York) **Joyce Hecht, Ray Stevens and John Butler** (Dallas Public Schools). It was a remarkable group. Additional students in the program were: **Dona Chapman, Rodney Gould, Gordon Hayes, Victor Lisnyczyj and Doris Alvarez.** **Bobbi Kamil**, the first executive director of Cable in the Classroom, was the graduate assistant for the group. Interpreter for the deaf was **Marge Clare** (now deceased).

NDEA Academic Programs

In the Golden Years of the mid-1960s, Syracuse University's program in educational technology was favored with thirteen NDEA fellowships and four major year-long "institutes" sponsored by the United States Department of Education. Two institutes were called *Experienced Teacher Fellowship Program* (1966-1967 and 1967-1968) and others were the *Mid-Career Fellowship Program* (for specialists from higher education) in 1968-1969 and the *Curriculum Development Institute* (1971-1973). Participants in these programs are listed with notations for those who finished degrees (even though these programs were not specifically designed to produce graduates with degrees).

NDEA Fellowships

1961-1962	1962-1963	1963-1964
Walter Powell	Martha Bradley	Donna Singer (Muller)
Phyllis Tanner	Richard Muller	Norman Higgins
Bruce Holman	Herbert Miller	Arthur Babick
	Richard McLaughlin	Rick Rofman
	Bill Judd	
	Mike Molenda	

Experienced Teacher Fellowship Program 1966-1967

Harry Bock	Fred Fralick
Robert Hale	Don Rudy (Ph.D.)
Frank DiGammarino (Ph.D.)	Louis Messineo (Ed.D.)
Lyle Grooters	Earl Smith (Ed.D.)
Robert Kline (Ph.D.)	John Nace
Joseph Schefter	(+4 others)

Experienced Teacher Fellowship Program 1967-1968

Philip Angle	Harry McEntee (Ph.D.)
Fred Arce	Robert McQueeny
Margaret Busch	William (Skip) Millar
Dale Clayton (Ed.D.)	Joan Novak
Robert Hedges (Ph.D.)	Joe Oakey
Deanna Hovanetz	Howard Schivera (Ph.D.)
Jim Magowan	Laurence Splain
	Tim Weaver (Ph.D.)

Mid-Career Program 1967-1968

Larry Beck	Mary Mann
William Boags (Ph.D.)	Richard Michael
William Cronin	Barbara Narrow (Ed.D.)
George Cruden	Lewis O'Donnell (Ph.D.)
Barbara Eniti	Ben Purvis (Ph.D.)
Joseph Gardiner (PhD)	Tilman Ragan (Ph.D.)
Dick Howard	David Redmond
Charles Hunger	Dennis Sarenpa
Elisha James	William Saulsberry (Pd.D)
Mary Mainwaring (Postdoc.)	John Schulze (Ph.D)
Alfred Herrot	Henry Wiggins (Ph.D.)

Curriculum Development Institute 1971-1972

Keith Bernard (Ph.D.)	Craig Locatis (Ph.D.)
Al Bielby (Ph.D.)	Pamela Miller (Ph.D.)
Paul Elliott	Francis Murphy (Ph.D.)
Marion Henry (Ed.D.)	Curtis Mustiful (Ed.D.)
John Johnson (Ph.D.)	Dennis Myers (Ph.D.)

Robert Knapp

Mary Catherine Ware (Ph.D.)
Roosevelt Wright, Jr. (Ph.D.)

All-University fellowships pay recipients full tuition and a stipend during doctoral study. Fellowship holders are permitted to study full-time without having to accept outside employment. The competition is University-wide so IDD&E students were in the pool with the sciences, Maxwell (social sciences) and the professional schools such as Engineering. Individuals who received these fellowships over the years were:

Bernard Dodge
Charles Dills
Linda Frey
J. C. Mackin

Tom Johnson
Jason Ravitz
Tom Reeves
Sharon Wavle

Almost every student who has entered the program has had a "story" to tell. It may have been why a decision was made to pursue a degree in this field. It may have been a mid-career crisis that seemed to point to a new direction. In the next section, we will look at a few of the many people who came to Syracuse to gain the necessary competencies to begin or enhance a career. They are grouped by backgrounds: religious workers, individuals with military backgrounds, people with doctorates who went beyond (sometimes to a second doctorate) and an unpredictable curiosity--marriages among students. There are many more stories but, for now, these will have to suffice.

Religious Workers in Residence. What is there about the field of educational technology that attracts priests, ministers, and other religious workers to the field? Over the 50 years, there has been a host of church-related people who have pursued graduate degrees in IDD&E (and its predecessor identities) at Syracuse University. One of the first was **Margaret Towner**, who earned her Master's degree in Audiovisual Education and later became the first woman to be ordained in the Presbyterian Church (U.S.A.) Soon after, **Ruth Haycock** received her doctorate and returned to teach at the Johnson City Bible College.

From the Roman Catholic Church, **Fr. Jean Maurice Fleury** came from Canada and **Sr. Frances Solano**, a teacher of the deaf in New York City joined the ET/D program. Former nun, **Adrienne O'Brien** completed her doctorate in the program, as did former Jesuit, **Robert Bundy**. **Br. Richard Emenecker** completed a Master's degree in 1972; **Sr. Ellen Lyden** in 1971. **Sr. Mary Valukas** finished her Ph.D. in 1975 and **Fr. Peregrin Berres** received a Master's degree in 1976.

The United Church of Canada sent **Rev. G. Albert Moore** to Syracuse for a Master's degree and he not only completed it, but also went on to receive his doctorate in 1972. **Rev. Robert Reid** followed the same pattern with a Master's degree in 1968 and

a doctorate in 1970. Then the **Rev. Lynne Adams** completed a Master's degree in 1969, and **Rev. George Southall** finished his doctorate in 1971. One of the last from the Canadian clergy was **Rev. W. Bruce Clark** who completed his Ph.D. in 1984. It is interesting to note that not one of the ministers from this group returned to the parish ministry. They have all served their church in one way or another, but not as full-time workers. An evangelical missionary, **David Solt**, completed a doctorate and returned to his broadcasting ministry in Ecuador.

Other Protestant denominations have been represented by **Fred Christen** from the United Church of Christ and **Gail Coulson** who came to Syracuse from the Methodist Church of South Africa to study religion and educational technology. **Charles Vance**, **Joe Powell** and **Joel Zimmerer** have been active Mormons. **G. William Jones**, a Methodist minister and faculty member from Southern Methodist University was awarded a Ph.D. in 1972. He had already established himself as an author of several books before he came to Syracuse University. **James Shields**, a Methodist minister, also received a scholarship from the church to study for a Master's degree. The late **Henry Thompson**, professor of Old Testament in the Syracuse University Department of Religion, completed a Master's degree in IDD&E.

Ten-shun!! The military has sent several individuals to work on advanced degrees: **Col. Howard Hitchens** received a leave from the United States Air Force Academy to complete his doctorate. He finished the Ph.D. in 1971 and several years later, when he left the Air Force, he was selected to be the executive director of AECT. Retired Air Force officer, **Major Woodrow Snyder** and retired Army officer, **Col. Frank Moore**, completed Master's degrees and went on to work in the field. Navy **Capt. Glen Holmes** completed a Master's degree while he was stationed at the NORAD headquarters located at Syracuse's Hancock Field. **Captain Mitchell Marovitz** began his graduate study while stationed at the U.S. Military Academy at West Point. He finished his Master's degree in 1987 and by the time he finished his Ph.D. in 1994 he was **Lt. Col. Marovitz** serving as the U.S. Army liaison in Hollywood. He later went on to be head of Armed Forces Radio and Television for Europe, the Middle East and North Africa and in 1998 became the publisher of *Stars and Stripes* in Europe. A recent doctoral graduate, **Jim Ellsworth**, is a civilian employee in the area of evaluation at Fort Huachuca, Arizona.

Doctors Plus. Two people who already held doctorates completed another doctorate in IDD&E: **Beat Schurch, M.D.** from Switzerland and **Sarah Short, Ph.D.** from the College of Human Development at Syracuse University both earned the "second degree." **Mary Mainwaring**, who earned her Ed.D. at Indiana University came to Syracuse for postdoctoral work, but not for another degree. So did **Richard Gates**, who took a leave from the deanship of education at St. Bonaventure University.

Producers of media, multimedia and other media-related products include doctoral recipients **Marilyn (Plavakos) Arnone** and **Lois McLean**, who have established

their own companies to provide production services. **Bobbi Kamil**, another doctoral recipient, was the first head of Cable in the Classroom, a TV-oriented education service from the industry to schools.

Tidbits. There have been several marriages among students over the years. **Doreen Boldt** married **Harun Arrisjid** (from Indonesia) and **Edwina Laksmi** (from Indonesia) married **Peter McDonald**. Two NDEA Fellows married: **Rick Muller** and **Donna Singer Muller**. A faculty member, **John Eggert** married **Pam Rodgers**, a graduate student. **Penelope Wood** married **Ramish Goankar**. **Joe Durzo** and **Judy Smith** married shortly after receiving their degrees and **Rick Lent** and **Jane Cashell** should also be added to the list. There may have been others, but they cannot be recalled at this time.

Longevity. One person stands out as the individual who remained in the program longer than any other person. **Paul Zuckerman**, who finished his Bachelor's degree at S.U. in 1951 with a dual major in zoology and fine arts, entered the Master's program in 1956 while he was just beginning his career as a medical illustrator. He finished his Master's degree in 1959 and declared his intent to complete a doctorate. Meanwhile, he organized Designs for Medicine, Inc., a company that created medical illustrations, conference exhibits, films, and other media. During business lulls, he continued to come to campus or take courses at a medical school in New York City where his company was located. He was the artist for the *Better Homes and Gardens Family Medical Guide* and other publications in that series. He proposed a dissertation topic and worked on it for several years. In 1997, 46 years after completing his Bachelor's degree, he received his Ph.D. and was given the outstanding dissertation award. By that time, he had retired and was proud of his accomplishment.

Faculty Spouses With Degrees. Maybe the field is so pervasive that it invades marriages as well. Three faculty wives have earned doctoral degrees and are currently employed in the field: **Bonnie Keller**, **Lina Romiszowski**, and **Alexina Tyo**. **Ora Branch** completed a Master's degree.

Authors Among the Graduates

A list of publications in journals and chapters in books would probably require a volume as large or larger than this one. Therefore, the list below includes only books written by IDD&E graduates and published by recognized publishers. Faculty authors are *not* included.

Gale, Fred (1975) *Determining the Requirements for the Design of Learner-Based Instruction*. Columbus, OH: Merrill.

Gibbons, A. (1985) *Information, Ideology and Communication*. New York: University Press of America.

Heinich, R., **Molenda, M.** and Russell, J. (1998) *Instructional Media and the New Technologies of Instruction*, 6th edition.

Locatis, C. and **Atkinson, F.** (1984) *Media and Technology for Education and Training*. Columbus, OH: Charles E. Merrill Publishing Co.

Schroeder, D. and Lare, G. (1979) *Audiovisual Equipment and Materials*. Scarecrow Press.

Schroeder, D. and Lare, G. (1989) *Audiovisual Equipment and Materials, Volume II*, Scarecrow Press.

Seels, B. and Glasgow, Z. (1998) *Making Instructional Decisions* (2nd ed.) Columbus, OH: Merrill.

Seels, B. and Richey, R. (1994) *Instructional Technology: The Definition and Domains of the Field*. Washington, DC: Association for Educational Communications and Technology.

Smith, P. and **Ragan, T.** (1993) *Instructional Design*. Merrill/Macmillan College Publishing.

Stevens, George and **Stevens, Emily**

Sullivan, H. and **Higgins, N.** (1983) *Teaching for Competence*. New York; Teachers College Press.

Wilbur, F. (1995) *Linking America's Schools and Colleges*: (2nd ed) Bolton, MA: Anker Publications

CHAPTER 4

THE ACADEMIC PROGRAM - CURRICULUM

At various universities, the educational technology programs, under various names, developed curricula by mimicking what other institutions were doing. For Syracuse, it was the Indiana "model" because of **Don Williams, Sol Dworkin, Luella Snyder** and **Dan Owen**--who came as a team to begin the graduate program at Syracuse in 1948. The year before, when **Jim Brown** was in charge (1947-1948), he organized the first three courses and offered them in the 1948 Summer Sessions:

A beginning course in audio-visual education for all students planning to teach;

An advanced course in the production of audio-visual materials; and

A course in the organization and administration of audio-visual programs for those who planned to specialize in the field.

With the appointment of **Don Williams**, the basic courses from the Indiana curriculum were imported. These courses, designed primarily for individuals who were preparing for professional service in the field, were listed in the 1955, 1956 and 1957 Summer Sessions brochures as:

AVEd. 112 Methods and Materials of Audio-Visual Instruction

AVEd. 113 Selection and Evaluation of Educational Films

AVEd. 114 Production of Teacher-made Instructional Materials

AVEd. 115 Photography in Education

AVEd. 214 Administration and Supervision of Audio-Visual Instruction

AVEd. 215 Motion Picture Production

AVEd. 220 Educational Television

The "Methods and Materials" course has been the "bread and butter" course for most graduate programs. It is a survey course--an overview of the field with emphasis

on the nature and use of each medium of instruction. For many years, students from teacher education were required or strongly urged to take this course. Sometimes several sections were offered, usually with a "laboratory" where students could learn the operation of the various types of audio-visual equipment.

Over the years, the course number for this "basic" course has changed, and the content has been updated and upgraded to include the latest development in information technology, but usually it is the *first* course--the *overview* that looks at the range of resources available and the variety of ways in which they can be used. An introduction to learning and instructional theory is usually included.

Three basic courses, which have been required, unless the student has already completed the coursework elsewhere, usually follow the table of contents of the dominant books of the time. For example, these are the dominant books of more or less arbitrary periods:

1946-1958 Edgar Dale, *Audio-Visual Methods in Teaching*, 3 editions; the 1st in 1946 and the 3rd in 1969;

1959-1963 Walter Wittich and Charles Schuller, *Audio-Visual Materials: Their Nature and Use*, 5 editions; the 1st in 1953 and the 6th in 1979 (entitled: *Instructional Technology: Its Nature and Use*);

1964-1981 James Brown, Richard Lewis and Fred Harclerod, *AV Instruction: Materials and Methods*, 6 editions; the 1st in 1959 and the last in 1983 (editions 4, 5 and 6 were entitled: *AV Instruction: Technology, Media and Methods*); and

1982-1998 Robert Heinich, Michael Molenda (a Syracuse Ph. D. in IDD&E), and James Russell; *Instructional Media and the New Technologies of Instruction*, 6 editions; the 1st in 1982 and most recent (1998) entitled: *Instructional Media and Technologies for Learning* (with Sharon Smaldino as an additional author).

The time spans are not hard and fast. There is overlap, but the fact is that one introductory text usually dominates during any given time period over the past 50 years. The Syracuse program has used all of the above titles at one time or another. Some attempts have been made in recent years to upgrade the content by de-emphasizing the teacher education emphasis in favor of more theoretical works such as Robert Gagne's *Instructional Technology: Foundations* (1987) or Gary Anglin's *Instructional Technology: Past, Present and Future* (2nd ed., 1995). Both of these books are edited works with multiple authors--a trend away from a text written entirely by a team of authors. Today, it is likely that instructors of the introductory course, IDE 501 *Introduction to*

Instructional Technology, will require a collection of readings from the periodical literature, rather than the use of a textbook.

Syracuse's contribution to the introductory textbook market was **Vernon S. Gerlach** and **Donald P. Ely**, *Teaching and Media: A Systematic Approach* in two editions: the first in 1971, and the second in 1981. This book attempted to build on the systems approach that evolved during the late 1960s and into the early 1970s. The first edition was a move away from the medium-by-medium approach of the other textbooks. After publication of the first edition, the authors noted that many introductory courses still emphasized the "media and methods" approach, and therefore the second edition expanded the appendix to recognize this fact. The Gerlach and Ely text never reached the heights of the other basic texts, but it was reported to **Ely** that it was the "best selling book of its type" in South Africa and in Western Australia. A professor from a teacher training college said that the entire teacher education curriculum was based on the book. It has been translated into Japanese and Spanish.

Curriculum Changes Over the Years

The early years of the academic program were marked by core courses that all graduate students were required to take. Most of the courses had to do with the selection, production, use and management of audiovisual resources. The courses were intended primarily for teachers and for individuals who served or hoped to serve as audiovisual directors in the public schools or, in some cases, higher education institutions. There have been, over the years, several major curriculum revisions, the most recent in the 1996-1997 academic year.

The changes reflected the changing technologies and the demand for professional personnel in business, industry, government, the military, health-related professions and international organizations.

While formal curriculum change is a deliberate and focused process, usually taking several years, change is also brought about by new faculty who join the program. Each new faculty member brings his or her own specialization and research interests, usually stemming from a recently completed dissertation at another university. A new faculty member may use "open" numbers, or courses listed as "seminars," "independent study," or "selected topics," to organize a course with his/her specialty as the focus. If the course goes well, it may be offered several times before it becomes "regularized." When this occurs, the course is added to the curriculum and becomes part of the regular offerings. If the faculty member leaves, the course is often not taught and eventually may be dropped during the next revision process. **Don Ely's** courses on "Distance Education," "Diffusion of Innovations," and "Educational Technology in International Settings" were given for many years before they were approved by higher bodies. After **Ely's** retirement, two of the courses continued to be taught by others and one was dropped from the curriculum.

Curriculum Development Through the Years

The most tangible results of curriculum development have been the introduction and delivery of new courses. A curriculum is more than an aggregation of courses, but the basic content of a field is usually found in "containers" of organized knowledge and skills called "courses". At Syracuse, the major changes in curriculum over the years accompanied the program name changes. The addition of new faculty members and chairs of the program also influenced curricular changes. In general, Syracuse curricula paralleled curricula in other universities, many of which were built on the pattern of the first Indiana University curriculum.

The Original Curriculum. In a report about the audiovisual program prepared for the Middle States accreditation team in 1956, **Don Williams** described two types of students who take course work in the field: "classroom teachers from both the elementary and secondary level and those who are preparing to coordinate or direct audio-visual programs in public schools or colleges." He further indicated that "The audio-visual courses are designed to give students experience and skill in such areas as good use of materials, selection of materials, the preparation of a variety of audio-visual devices, and the administration of audio-visual programs."

Williams also noted that "At Syracuse, audio-visual may be used as a major or minor for both the master's and doctor's degree in Education.... Doctoral candidates using audio-visual as a major must select courses in curriculum, supervision, or administration to strengthen their preparation for professional education positions."

Toward Instructional Communications. The Certificate of Advanced Study (CAS) program (60 hours) was approved during 1960-61. During the 1960s, the program course titles remained the same, but the content changed to reflect the increasing emphasis on communication theory and behavioral psychology. In a November, 1967 report on the program, it was noted that:

The major characteristic of the program over the past five years has been a gradual shift to a 'tutorial' approach with graduate students....The freedom given to graduate students to move freely among various departments of the University is a unique strength of our program. The broad interpretation of what constitutes 'instructional communications' works to the advantage of the graduate student....The Syracuse program has traditionally designed a program for each student, rather than to fit a student to a predetermined curriculum.

It was during this time that new faculty members introduced new courses. For example, **Eugene Oxhandler** offered "Research and Theory in Audio-Visual

Communications" in 1961. In recognition of a medium that was spreading in the schools, the faculty in Radio and Television offered an "Educational Television Workshop" every summer--a time when the television studios were more available than they were in the academic year.

A 1964 program report states that there are "...over 120 graduate students, including more than 40 active doctoral candidates....Some 15 professional courses are offered annually." A later report says: "During the 1966-67 academic year there are 148 graduate students with programs in progress. ...Thirteen courses are offered in the area. Eleven faculty members are involved in teaching of these courses...three faculty members from other schools offer courses within the areas of instructional communications."

Syracuse's dynamic program was changing its curriculum in subtle ways. Faculty from other schools and colleges within the University (especially Newhouse and Library Science) expanded their curricula without formal sanctions from the School of Education. New faculty members, using "selected topics" course numbers were introducing new courses prior to official approval by School of Education and University curriculum committees.

A comprehensive review of the curricular developments from 1948 to 1967 was researched and reported by **Norman Higgins** (who, after completing his Ph.D. at Syracuse became chair of the academic program at Arizona State University and is currently in charge of the program at Dowling College). His report, "Curricular Development in the Center for Instructional Communications (at) Syracuse University" lists every course approved for the curriculum during the first 20 years of the program. He reports courses dropped, e.g., "Filmstrip and Slide-Set Production" and "Selection and Evaluation of Educational Films," and courses added, e.g., "Designing Instructional Systems." The Higgins review is the most complete analysis of curriculum change during a period of active development and growth of the program.

One major curriculum innovation in 1967 was the merger of four courses into two core courses: "Media I" and "Media II." This was an attempt to break out of the limitations of individual courses and create a whole that would integrate various aspects of the previous courses appropriately. **Dr. Mars** and **Dr. Oxhandler** offered them only during the 1967-68 academic years.

By 1968-1969, new faculty members were redesigning courses, usually based on behavioral objectives. A series of faculty meetings in the spring of 1969 were dedicated to intensive reviews of each course. The redesigned courses and their designers were:

ITE 521	Foundations of Instructional Technology (Gentry & Knirk)
ITE 623	Message Design for Instructional Systems (McConkey & Tyo)
ITE 622	Instructional Systems Design (Gentry & Hudspeth)

- ITE 621 Research in Instructional Technology (**Katzer & Fishell**)
 ITE 522 Still Photography in Education (**Kerns**)

At about the same time, an active Committee on Student Affairs reacted to a proposal by **Gus Root** on the "45th Hour Examination" (also known as the preliminary examination for entrance into doctoral candidacy). The conversations stimulated by that committee continued into the 1971-1972 academic year with consideration of recruitment, admissions, advising, examination policies and dissertation expectations. The active discussions were eventually culminated in an AIT "handbook" for graduate students. Dean Blatt sent a message to the chair expressing his appreciation for the publication.

About this time (fall, 1971), a document appeared called "the Mick Moose Proposal." (The origin of the term is not clear, but it seems to have emerged from one of the discussion groups at the fall retreat in the Adirondacks. Recollection is that a moose was observed while the group was meeting and they dubbed him "Mick.") This proposal was a holistic overview of graduate study from a student perspective. It attempted to spell out the nature of faculty/student relationships at various stages of the program. It described assessment procedures, advisement functions and dissertation guidance. The proposal was thoroughly discussed, tested by faculty and students and elements of it eventually were incorporated into a student "Handbook."

This intensive focus on curriculum development may have been the result of the federally-funded Curriculum Development Institute (CDI) which began in 1971 and ended in 1973. In its second year, a memo written by CDI Director **Dennis Gooler** included the following passage:

The study of the *process* of curriculum development is quite different from the study of curriculum itself. CDI was charged with looking at curriculum as well as process. Here again, a Pandora-like box was opened, or, perhaps more correctly, opened wider.

With this "opening," **Gooler** and others zeroed in on the IDD&E curriculum as a testing ground for some of the ideas that were emerging from the Curriculum Development Institute (CDI). With the momentum of the CDI and the addition of four new faculty members: **John Carter, Tom Corcoran, Phil Doughty** and **Tom Nielsen** in August 1972, curriculum matters were placed on the front burner. In his 1973 annual report, **Gooler** reported that the curriculum was gradually taking shape with four functional areas: (1) applied learning theory and research; (2) evaluation; (3) instructional development; and (4) educational media. The following September, a memo on "Suggestions for Course Restructuring" was distributed by **Gooler**. It reflected the four functional areas described above.

New Blood, New Developments

Dennis Gooler had been at Syracuse only two years when he became chair of the program. His background in curriculum development and evaluation led him to consider the state of the Area of Instructional Technology (as it was known then). In his 1973 annual report, he said:

The Area has undergone change during its existence. Its concerns have changed from solely audiovisual education to a consideration of broad conceptions of instruction and technology, systems analysis, futures and research."

The mission of AIT, then, is broad and varied. AIT is in business to provide graduate programs for people interested in instructional design, media use, evaluation, and research....Instructional technology is a rather nebulous area. It can be interpreted very broadly, or very narrowly. AIT has chosen a mid-point position.

The report goes on to name 13 faculty members, four of them new that year: **John Carter, Thomas Corcoran, Phil Doughty, and Tom Nielsen**. The graduate student group numbered 108, 15 of whom were minorities and 12 international students.

It was during **Gooler's** administration that four functional areas emerged: applied learning theory and research, evaluation, instructional development and educational media. In his report he says:

...we've come a long way in the redesign of the curriculum. It appears now that a student entering the program will be able to see very clearly the choices available to him, and will be able to plan a much more coherent doctoral program than was previously possible. There is considerable commonality across the four functional specialties. This commonality will insure that students in each functional specialty will have a working knowledge of the working content and intents of the other functional specialty areas.

He also indicated that there was much more to be done.

Refocusing--Again

After breakthroughs in **Gooler's** administration, **Richard Clark** who was appointed professor and chair in 1975 continued the momentum. **Clark**, with a strong research background from his graduate days at Indiana and later at Stanford, assumed that inquiry should be the basis for a strong graduate program in the field. At the end

of his first year, he sent a long and detailed memo to the faculty, "A Problem Focused Graduate Program for AIT" in which he spelled out his perceptions of appropriate characteristics for a graduate program. The closing paragraph of that memo seems to summarize the thrust of his effort when the curriculum was once again scrutinized.

...my personal concern is to communicate my strong desire that we grow away from the training of people who are primarily concerned with technical skills in developing instruction, evaluating programs, managing resource centers, producing films and television programs, etc. That we change our focus to grow towards the training of people who are more skilled in inquiring about problems and their solutions....All student activities therefore, that involve the actual development of instruction or production of films, etc. should be conducted in an atmosphere of constant critical discussion of the usefulness of the concepts being acquired and the process being employed.

From this challenge came memoranda from each faculty member about how his/her specialty could be involved in a problem solving approach. Each response contained a list of competencies that would be appropriate for the courses that would reflect this approach.

IDD&E Program Redesign

Apparently curriculum revision never ceases in this field (at least at Syracuse). In 1979, **Phil Doughty** and **Joe Durzo** began a 24-month effort. The complete report of their effort was published in the *Journal of Instructional Development* 4:3 in the spring of 1981. It describes a major effort to redesign the IDD&E program. Both process and content are covered in **Doughty and Durzo's** redesigned curriculum. Concentrations in design, development, media, evaluation, and an introductory orientation to the field are featured along with a portfolio for program-end assessment.

New Blood--Again

When **Charles Reigeluth** came to Syracuse in 1978, he brought with him a new orientation and approach to the design and development process that he had created during his doctoral study with David Merrill at Brigham Young University. His curriculum revision efforts led to six tracks defined in terms of positions graduates might seek: (1) generalist; (2) media management; (3) media consultant; (4) instructional designer; (5) industrial trainer; and (6) medical educator.

At about the same time, AIT and the School of Information Studies worked together to create a Master's degree program for School Library Media Specialists. **Don Ely** worked with **Evelyn Daniel** to develop this program that was the first such

curriculum approved by the New York State Education Department. The program continues today under the direction of IDD&E doctoral graduate, **Ruth Curtis Small**. One IDD&E faculty member serves on the Review Board for the degree program, which is offered through the School of Information Studies.

The School of Information Studies and IDD&E worked closely over the years. The scope areas of educational technology and library and information science for the ERIC Clearinghouse on Information Resources is a good example. There was a point in 1994 when a proposal was made for a merger of the two programs, which had common interests in information technology. It was not approved at "higher levels." In 1968-1969, **Jeff Katzer** joined the AIT faculty prior to his appointment to the School of Information Studies in 1969. During his tenure in AIT, the minutes of the faculty meetings cite his concern about the introduction of computers into the curriculum. He offered three two-hour courses on the use of the APL terminal and the APL language for faculty and selected graduate students. Official computer courses in the curriculum were not offered until about 1972 when **Tom Nielsen** joined the AIT faculty and introduced computer use in his research courses and advocated the use of LOGO by young learners.

Additional courses in computer applications to teaching and learning began to appear in the IDD&E curriculum about 1974 with IDE 643 "Computers in Education" and IDE 652 "Using Computers in Educational Research." These courses focused on *use* of computers by individual learners rather than on programming and hardware configurations. After **Tom Nielsen** left in 1976, **Gus Root** began to introduce computer-based systems planning and, later, **Ed Schneider**, **Barbara Grabowski**, and **Alex Romiszowski** taught computer applications courses. In the 1990s, a popular course was a service course offered for people outside the program by **Bob Young** and **Dan Lake**, both of whom had extensive public school experience.

One More Time: Ely's Last Gasp

During **Don Ely's** last year at Syracuse (1994-95), he served as chair of the academic program and led a major curriculum revision effort. It was more of a "clean-up" campaign than a substantive reform movement. The IDD&E curriculum had become weighted down by courses catering to faculty interests and offered many times using the "selected topics" course number. Emerging developments in computer and networking applications to teaching and learning had become integral to the instructional design process. Clearly, it was a time for change.

Ely's effort resulted in the elimination of courses, the addition of new courses, and the changing of the name of several courses. The School of Education faculty and the University Senate approved the changes and a five-track program in 1995. The tracks (sometimes referred to as "concentrations") are:

Management and Human Resource Development
 Evaluation and Research
 Distance Learning and Interactive Technologies
 Design and Development
 Continuing Education

And What Do the Graduates Think About the Curriculum?

In a recent study of graduates, over three hundred respondents reflected on their preparation. Using the seven areas of concentration, the individuals responded to questions about the adequacy of each area as preparation for their initial employment. The 315 responses combine "high" and "medium" and "low" and "no response" into single figures:

	High/Medium	Low/No response
1. Learning theory	90%	10%
2. Instructional Design	90%	10%
3. Development	86%	12%
4. Evaluation	80%	20%
5. Management	63%	34%
6. Applied Technology	60%	36%
7. Research	71%	28%

The numbers are rounded to the nearest whole number.

Further questions about the importance of the seven areas in the future indicate that "Design" and "Applied Technology" are highly rated as important for preparation of professionals in the future. The adequacy of preparation in the "Applied Technology" area was rated lower.

A question answered by 351 graduates reported the area of "concentration" in the IDD&E program at the time of graduation and the usefulness of these areas in current professional positions. The results follow.

	<u>At time of graduation</u>		<u>Current position</u>	
	Number	Percentage	Number	Percentage
1. Learning theory	101	14%	74	9%
2. Instructional Design	140	20%	158	19%
3. Development	105	15%	136	16%
4. Evaluation	90	13%	107	13%
5. Management	54	8%	136	16%
6. Applied Technology	60	8%	102	12%
7. Research	50	7%	69	8%
8. Other	37	5%	59	7%

9. No area	71	10%	----	----
10. Don't recall	7	1%	----	----

Percentages are rounded.

Additional responses to the current position responsibilities were: training, adult education, performance consulting, marketing strategies, interactive computer-based training, organizational development, and mathematics education.

Perceptions of the Future

When asked, "What are the cutting edge topics or skills in your concentration that you feel should be incorporated into the IDD&E curriculum?" the responses clustered around the following areas:

Distance learning	Others:
Knowledge of computer technology	multimedia design
Computer-based training	change management
Project management skills	adult learning
Performance technology	curriculum development

Where Teaching Took Place

Over the years, most of the instruction and related educational functions have occurred on the Syracuse University campus. Former students will remember the seminar rooms at 121 and 123 College Place as well as other locales on campus: University Place, Slocum Hall and Room A-1 in the first building of the Newhouse Communication Center. During the 1960s and early 1970s, the academic program was housed in former Army barracks in the Collendale area of the South Campus. Those "temporary" buildings were converted into homey centers where students and faculty met formally in classes and informally for project meetings. There were offices, production facilities, a classroom, a seminar room, and the Oxhandler Library. In short, this self-contained facility offered all the amenities and parking besides.

The entire School of Education relocated from various campus locations to one central building, Huntington Hall, starting in 1972-1973. IDD&E moved in on February 15, 1973. The former University Hospital of the Good Shepherd provided adequate space for offices, workshops, classrooms and sponsored projects. The move was the first step in the metamorphosis of the old hospital. Floor by floor, and section by section, the buildings and grounds people created new spaces with new walls, paint, carpeting and a new entrance. Some of the classrooms were even air-conditioned. An addition to the building that housed the ERIC Clearinghouse on Information Resources since 1977 was eventually torn down and new space for ERIC was created on the

ground floor near the Education Resource Center (ERC). The ERIC Clearinghouse remained there until 1993 when it moved to the new Center for Science and Technology on College Place--in the same area where the original Audio-Visual Center stood in 1948!

Extending the Campus

Courses were also offered outside the campus through the Extension Program (later, Extended Campus) of the School of Education. Almost every semester during the 1960s and early 1970s, courses were offered at Utica College of Syracuse University. Other classes met at locations determined by the students who would enroll: Old Forge, Watertown, and BOCES centers in Central New York.

One major center in the summer was the **Chautauqua Institution** at Chautauqua, New York, a famous and historic location for adult education. **Paul Reed**, the audiovisual director of the Rochester, New York Public Schools, taught the first courses. Later, **Frank Bishop**, the audiovisual Director of the Jamesville-Dewitt Schools in suburban Syracuse taught there. The last of the Chautauqua circuit instructors was **Don Ely** who taught there for three summers.

More recently, IDD&E offered a Master's program for employees of IBM Canada in Toronto. The program began in the fall of 1993, and continued through the spring of 1995. During that time, thirty graduate students were enrolled in thirteen courses offered in the program during its three-year existence. The first Master's graduates received their diplomas in May 1996. Among those in the first graduating class were **Sandy Cunliffe, Rina Golan, Pam Hoey and Gloria MacCorkindale.**

Comments From our "Customers"

The 1996 alumni survey provided opportunities for program graduates to express some of their feelings about the education they had received at Syracuse. They also made a number of recommendations for future curriculum emphases. Among the overwhelmingly positive comments, the following are but a sample.

"A great program--changed my life!"

"Excellent preparation. Psychological skills provided by Gus Root extremely helpful. Had a solid knowledge of research design, which continues to be helpful. A great program which has significantly influenced my career and life."

"The program was a beautiful blend of guided course work and opportunity for independent work in practical settings.."

"I love the IDD&E program. I think its overall thrust is excellent. It has given me some unique advantages in my current position."

"I made a decision early on in my Ph.D. program not to concentrate narrowly on any aspect of IDD&E. Now, as an administrator with IDD&E responsibilities, I can do almost anything! In a sense I feel that I have a liberal education."

"I use my design, development and evaluation background in some form throughout each workday."

"IDD&E has provided me with a world class education; one that has served me over the years in many challenging situations."

"My instructional technology degree has always made me stand out among others in the same job areas."

There were suggestions for improvement too, but few negative comments were found among the reactions at the end of the survey.

An active AIT community in which everyone was encouraged to participate engendered many of these "good feelings". Much of this was due to the leadership of **Dennis Gooler** who organized regular AIT community meetings. On one such occasion, the Vice-Chancellor for Academic Affairs was a guest. Each fall, before the academic year began, there were student/faculty retreats in the Adirondacks. In earlier years, fall program orientations and receptions were held in various campus locations. The Newhouse School comes to mind as one venue.

The first retreat was at the Syracuse University Pinebrook Camp on Upper Saranac Lake. During that weekend, most of the attendees paddled canoes across the Lake to the **Ely's** Indian Carry Chapel at the south end of the lake. The Chapel log for October 1, 1971 contains the following signatures:

Peter Blodgett
Richard Lewis
Vic Lisnycey
Roosevelt Wright, Jr.
Jim Mangin
Bob Schneider
Walt Winchell
Louis Pullano
M.P. Saxena
David Giltrow

Robert Holloway
Paul Elliott
Eric Plotnick
John Johnson
Farhad Saba
Riorita Ceniza
Curtis Mustiful
Richard Lent
Gus Root
Fernand Bartlett

Al Beilby
Tony Parisi
Keith Bernard
Paul Peterson
Richard Post
Marion Henry
Rodney Gould
Joe Durzo
Dorie Alvarez
George Abbott

Student/faculty retreats were held in 1974 at Sagamore and in 1977 and 1978 at the Mohawk Lodge on Fourth Lake. Discussions about new developments in the field and recommendations about courses being offered were among the agenda items. There was always time for one-on-one discussions as well as recreational opportunities on the volleyball court and on the lakefront. These orientations were helpful in providing a good start for new students and an opportunity for all students to get to know the faculty on a more informal basis.

CHAPTER FIVE

ACADEMIC AND SERVICE PROGRAMS: THE COEXISTENCE OF THEORY AND PRACTICE

Several activities preceded the inauguration of the formal professional academic program at Syracuse University. Phi Delta Kappa, the Education honorary society, provided funds to start the Educational Film Library (EFL) in 1937. The film library grew and prospered by providing rental films to schools in the region and later in the Northeast United States.

When **James W. Brown** arrived in the fall of 1947, the Educational Film Library was a going concern. One of **Brown's** first assignments was to establish Campus Services, primarily an audiovisual equipment repository with projection service available. It was created for professors who used audiovisual materials in their classes. It also provided employment opportunities for students as projectionists and audiovisual assistants.

Brown's appointment was dual. In one role, he was director of the Audio-Visual Center and reported to **Maurice Troyer**, Director of the Evaluation Services Center. In his academic role, **Brown** was an associate professor in the School of Education and reported directly to the dean, **Harry S. Ganders**. **Brown's** appointment was an indication of Syracuse's continuing involvement with communications media.

The audiovisual efforts, both in the University and in the School of Education continued as separate entities with one administrator heading both. After **Brown**, it was **Don G. Williams**, followed by **Donald P. Ely**. It was not until 1971, with the appointment of **Robert M. Diamond**, that a separate service organization was founded. The Center for Instructional Development (CID) became the new service organization and included the units that had been in the earlier Center for Instructional Communications (CIC) and, before that, in the Audio-Visual Center. Those units were: Audiovisual (campus) Services, Instructional Graphics, Photo Lab, Printing, and Motion Picture Production. The instructional development function was also transferred to the Center for Instructional Development.

The division of the "service" and "academic" programs led some to the conclusion that service was directly related to *practice* and that the academic program was more *theoretical* in its orientation. In fact, CID (the service unit) became a site for advanced graduate students to gain on-the-job experience by working with professional practitioners. This arrangement not only helped graduate students gain the type of experience that is generally not available in the classroom, but it also provided CID

with skilled workers at a relatively low cost. The arrangement turned out to be an advantage for both parties.

The Era of the Combined Programs

For about 24 years, both programs (academic and service) were integral to the over all educational technology effort at Syracuse, much as they were at other major universities. In the early days, the combined program served many positive purposes. Individuals employed in the Audio-Visual Center were available to teach courses in their areas of specialization. This occurred especially in the production courses: "Motion Picture Production," "Instructional Graphics," and "Photography in Education." Often, academic appointees were assigned to supervise the services. For example, both **Reign Hadsell** and **Don Ely**, as associate directors of the Audio-Visual Center supervised the operation of Campus Service. For Motion Picture Production, it worked the other way around. **Elliott Cooley** and **Don MacIsaac**, hired for work in Motion Picture Production, eventually taught courses for the program in the School of Education.

Many worthwhile activities occurred during the period of combined efforts. For example, in the decade of the 1960s, the following major activities were carried out:

- * An Audio Recording Department was established in 1960 to serve University language courses and to begin an audio archive. In the sixties and very early seventies it was housed in Huntington Beard Crouse Hall (HBC) in conjunction with a new language laboratory. The Recording Department provided work opportunities for many program students who duplicated audiotapes, recorded lectures and programmed the language labs. **Robert Steffen** who received his Ph.D. in 1971 was director of the Recording Department from 1969 to 1971. **Bill Hilgartner** preceded him. **Robert Schneider** was one of the graduate students who worked for **Bill**. **Elinor Wilson**, wife of program graduate and Motion Picture Production staffer, **Tim Wilson** was office secretary during that time. When CID was formed in 1971, **Elinor Wilson** became **Bob Diamond**'s secretary and the Recording Department and language laboratory were turned into the Individualized Study Lab, first supervised by **Robert Holloway**.

- * From 1960 to 1966, more than 40 films were produced for instructional purposes and University public relations. Some of the titles and cooperating colleges and departments were:

Hi-Low Bars: Uneven Parallels
Simple Silk Screen for Children
An Open Forum on China Policy

Physical Education
 Art Education
 Maxwell School

Once Upon the Erie Canal
The Death of God
Another Beginning (Childbirth)
The Sources of Legal Research

History
 Religion
 Nursing
 Law

- * The Center was actively involved with architects in the design of the H.B. Crouse classroom building, the Arnold Grant auditorium in the College of Law, and the first Newhouse building with its two experimental classrooms.
- * Arrangments for the Omnibus television series to be housed in the University Library were completed in 1962-63.
- * Instuctional experimentation was begun with funds from Title VII of the National Defense Education Act (with Michigan State University, the University of Colorado and San Francisco State University.)

The Turning Point

As it became clearer that the most important function of the Center for Instructional Communications was the improvement of instruction, the support services slipped into the background. As important as these services were, the availability of new Federal funds through the National Defense Education Act (NDEA) in the 1960's brought about new funding from successful proposals. To be successful, these proposals had to address teaching and learning issues. The staff of CIC was active in bringing many projects to Syracuse University. For example, NDEA fellowships attracted first-rate graduate students; the National Special Media Institutes (NSMI), later the University Consortium for Instructional Development and Technology (UCIDT) initially operated as a consortium of four institutions: Syracuse University, Michigan State University, the University of Southern California and the Oregon State System of Higher Education; and year-long academic programs for groups of graduate students--the Experienced Teacher Fellowship Programs, the Mid-Career Program in Higher Education, the Curriculum Development Institute and the Educational Technology for Educators of the Deaf program all required that more attention be directed toward the academic program.

Dividing the Dual Organization

At the same time, it was clear that the University was ready for more aggressive actions in the area of instructional improvement. In April 1969, **Don Ely** recommended to Vice Chancellor **Melvin Eggers** that the dual organization be split and that a new director be hired for service operation. Sensing a movement toward instructional development in the field, he recommended that **Robert M. Diamond** be considered for the position. Ely had observed **Diamond's** instructional development

programs at the University of Miami and SUNY Fredonia, and felt that he would be an excellent leader in this new endeavor. **Eggers** agreed and **Diamond** was appointed director of the Center for Instructional Development in 1971. **Diamond** was also appointed professor of education in the academic program and taught courses in the academic program during later years.

Everyone is a Winner

A parallel can be drawn between CID and a university library. The library exists to serve the information needs of faculty and students, while the academic program in a school of library and information science prepares professionals to work in library settings. CID's mission was to work with the faculty to improve instruction. The Area of Instructional Technology (as it was known at the time) prepared professionals for service in the field. The mutually beneficial relationship between AIT and CID allowed each to have a clear mission and allowed CID independence from the academic program, which was growing and moving more toward research and development. CID provided an environment for internships and fieldwork for the graduate students from the academic program. By using these students, CID was able to recruit individuals with instructional development skills. Many of those who first served as graduate assistants later became full-time staff members of CID. The relationship between IDD&E and CID has been cordial over the years, and serves as a model for other higher education institutions with academic programs in educational technology. It is not unlike what occurs in a "teaching hospital" for medical schools.

Recognition

The innovative nature of CID was recognized in 1975 when author, Ronald Gross, prepared a profile of the Center for a series of case studies on higher education planning sponsored by the Educational Facilities Laboratories with a grant from the Ford Foundation. Gross's title was indicative of its emphasis: "Instructional Unit Offers Ideas Not Hardware to Spur Change." It emphasized "educational technology revisited"-- a look at advancements in the use of instructional technology in higher education over a twenty year period. The publication was a confirmation of the instructional development approach initiated by **Diamond**.

Twenty-one years later, CID was recognized for its innovative work when TIAA-CREF (the organization that coordinates retirement funds for most colleges and universities in the United States) awarded Syracuse University the Theodore M Hesburgh Award for Faculty Development to Enhance Undergraduate Learning. Syracuse University received the award for successfully transforming itself from a faculty-centered institution to a student-centered research university. CID was the "lead" group on campus to bring about this transformation.

CID celebrated its 25th anniversary in 1996. It has become an integral part of Syracuse University and the logical successor to the Audio-Visual Center and the Center for Instructional Communications.

A Name Change for CID

After **Bob Diamond**'s retirement on January 1, 1997, the Center for Instructional Development was renamed the Center for Support of Teaching and Learning (CSTL) with **Franklin P. Wilbur** as its Director. **Wilbur** received his doctorate from the academic program in 1976, and served as Director of Project Advance, an advanced placement program for high school seniors. He also holds the title of Associate Vice President for Undergraduate Studies. From time to time, **Wilbur** has taught courses in the Instructional Design, Development and Evaluation program. The appointment augurs well for the future of both the University-wide service program (CSTL) and the academic efforts (IDD&E).

CHAPTER SIX

UNIVERSITY-WIDE RELATIONSHIPS

Since the main thrust of this volume is to highlight the academic program in educational technology, much of the history of educational media and technology developments at Syracuse University as an institution will not be discussed. The Audio-Visual Center and its successors, the Center for Instructional Communications and the Center for Instructional Development more often carried out university-wide efforts. University-wide relationships will be discussed by highlighting activities that involved both faculty and students. Some were casual and informal. Others actively involved two or more departments. Many of the relationships involve international students and cross-cultural activities. In most cases, the record shows that the IDD&E academic program was a major contributor to the University, and one that has paid back the investment that was made in it from the beginning.

School of Education

As the home for the academic program, the School of Education has been involved in many cooperative endeavors with IDD&E (Audiovisual Education; Instructional Communications; and Instructional Technology).

Faculty members have served on almost every committee of the School of Education. Most prominently, an IDD&E faculty member has been on the prestigious Promotion and Tenure Committee almost every year. **Don Ely** was active on the Building Committee that recommended renovations of Huntington Hall on Marshall Street. **Nick Smith** has been a driving force of the Financial Aid Committee and **Phil Doughty** has served on almost every School of Education committee during his tenure.

Committees for doctoral oral examinations often recruited IDD&E faculty members but, more often, the number of IDD&E doctoral candidates required extensive help from School of Education colleagues to serve on dissertation committees as well as on examination committees. In this regard, IDD&E has been more of a "debtor" than a "contributor."

Phil Doughty spent 1989-1990 as interim dean of the School of Education. Secretaries **Marlene Bortoff** and **Cherie Schmitz** advanced to the Office of the Chancellor and the Office of the Vice President for Development respectively.

Graduate assistants from IDD&E have often worked with the teacher education program. From the early audiovisual days when graduate assistants taught a 10 hour

workshop for teacher preparation students to the current supervision of the computer labs in Huntington Hall, a cooperative environment has existed. IDD&E graduate students have also served on the staff of the Education Resource Center (ERC).

School of Information Studies (Formerly the School of Library Science)

Faculty members from IDD&E have been frequent guest lecturers in Information Studies (IST) courses over the years. From the media courses for librarians taught by **Carl Melinat** and **John Allen** to the present instructional design courses for school library media specialists taught by **Ruth (Curtis) Small** (an IDD&E doctoral graduate), a strong cooperative effort has been demonstrated. In 1977, **Don Ely** and **Evelyn Daniel** (who eventually became dean of Information Studies) created a competency-based Master's program for school library media specialists. It was the first such program to be approved by the New York State Education Department. The competency-based program continues today with one member of its Advisory Board coming from the IDD&E faculty.

When the proposal to bring the ERIC Clearinghouse on Information Resources to Syracuse University was prepared in 1976, the cooperation of the School of Library Science was essential. **Pauline Atherton (Cochrane)** was listed as the associate director with **Don Ely** as the director. The scope of the Clearinghouse included the fields of educational media and technology and library and information science. The strength of the two programs was considered to be one of the major factors in awarding the contract to Syracuse University. From the beginning of the ERIC Clearinghouse's operation at Syracuse until the present, the two programs have furnished key faculty and graduate assistants. **Evelyn Daniel** served as associate director as did **Mike Eisenberg** (who eventually became director in 1994).

A proposal was advanced in 1994 to merge the IDD&E program with the School of Information Studies. It was argued that they were both concerned with information technology and both prepared individuals for applied settings. University administrators rejected the plan.

S.I. Newhouse School of Public Communications

The relationship between the Department of Television and Film, (first in the School of Speech and Dramatic Art and later in the Newhouse School) and the educational technology program in the School of Education has always been active and mutually supportive. **Eugene Foster** and **Lawrence Myers, Jr.** offered courses on the educational aspects of radio and television. Various production people offered courses especially designated for IDD&E graduate students. (Several names are recalled: **Dick Barnhill**, **Dick Averson**, **Peter Moeller** and **John Hottenstein**.) IDD&E students have often taken courses in broadcasting and communication research and criticism offered by Newhouse.

Graduate students specializing in the educational aspects of mass communications turned to IDD&E for their doctoral degrees in the School of Education. **Foster** and **Myers** usually chaired the programs and dissertations of these students as they completed core courses in IDD&E while specialized in broadcasting. Some of the doctoral graduates included **Richard Averson**, **Robert Greene**, **George Mastroianni**, **Jim Treble**, **David Solt**, **Rick Brietenfeld**, **Lucas Chideya-Chihota**, **Laurel Keating**, **Roosevelt Rick Wright, Jr.**, **John Rushbrook**, **Bruce Elving**, **Walt Winchell**, **Wallace (Jack) Howell** and **Lewis O'Donnell**.

Current Newhouse faculty members who have earned doctoral degrees in IDD&E are **Stan Alten**, **Tony Golden**, and **Roosevelt Wright, Jr.** **Tom Richards**, now retired, received his doctorate from IDD&E and **John Hottenstein** was active in the program at one time. **Bob Kerns** and **Glenn Showalter**, instructors in photography, earned Master's degrees in the IDD&E program.

In the late 1970s, Newhouse established a Master's degree in educational communications--a cooperative program with the School of Education to prepare educational journalists. **Don Ely** was the School of Education representative and **Bill Ehling** was the Newhouse contact. There were only a few graduates of the program, but it is another example of close cooperation between the two schools.

During the planning and construction of the first Newhouse building, IDD&E personnel were actively involved in the design of instructional spaces. Of special note are the two experimental classrooms: A-1 and A-2, both below ground. A special rear-screen installation in A-2 was combined with 5-button responder units at each of the 97 student positions in the room. The instructor's podium contained controls for all the rear-screen equipment and had 5 VU meters to monitor student responses. The student responses could be recorded on paper-punch tape in the rear of the room and the students could see the correct answers flashed on a small screen at the front of the room. The room was used by the USOE-funded instructional development projects and by several graduate students as the site for dissertation research. This room became a prototype for others at State University of New York campuses and for training facilities in business and industry.

College of Environmental Science and Forestry

At first, it may appear that there is little in common between the IDD&E program and the State University of New York College of Environmental Science and Forestry (ESF)--formerly the College of Forestry at Syracuse University. There was a program in forestry communications under the direction of **Dr. David Hanselman**, a doctoral graduate of the Ohio State University communications program. Students like **Erika Wiberg** from that program took a Master's from IDD&E and **Shamili Sandiford** went on to complete doctoral work in the School of Education. **Don Ely** was named an

adjunct professor in ESF and held that title until his retirement. Most of his effort was spent on Master's thesis committees.

Don Webster, director of the Moon Library at ESF earned his doctoral degree from IDD&E and **Chuck Spuches** was named Associate Director for Instructional Development of Moon Library after completing his Ph.D. in IDD&E. **Webster** has retired. **Spuches** is making major contributions to the improvement of teaching and learning at ESF and in his work with the State University of New York distance education initiatives.

School of Nursing

Active cooperation between the IDD&E (Instructional Technology) program and the School of Nursing began with **Barbara Narrow** who received her Ed.D. from the program in 1970. She also worked with **John Tyo** on a private motion picture production venture that was later transferred to the School of Nursing. When colleagues saw the strength of instructional design and media in the teaching of nursing, others came to the program and earned doctorates: Eileen **Lantier** and **Irene Deflorio**. **Barbara Martin** also participated in the program. This Nursing faculty core has provided innovative leadership within the School and has involved IDD&E faculty in many projects.

Graduate School

While the Graduate School does not have a discipline-based teaching faculty, the leaders of this administrative unit have been close to IDD&E. When Dean **Robert Jensen** was asked about "distinguished" graduate programs at S.U., he mentioned IDD&E. **Leo Lambert**, an IDD&E doctoral graduate and staff member of Project Advance was appointed associate dean of the Graduate School, where he initiated several innovative programs such as the Graduate Teaching Assistant Orientation program and the Certificate for University Teaching.

College of Engineering

Intense interest in the use of programmed instruction for teaching electrical engineering in the early 1960's brought about cooperative efforts between **Will LaPage** and **Norman Balabanian**, professors in the department. With grants to create programmed learning materials, the IDD&E academic program was invited to participate and help individuals who were designing and constructing programmed instruction. Several seminars were held cooperatively.

In the early 1990's, a small group was established to work out the details of using television for teaching at a distance. An IDD&E graduate student, **Lynda Hanrahan**, coordinated television production efforts while at the same time attempting to promote

the use of instructional systems design. Unfortunately, a faculty used to traditional teaching methods made her efforts yield little success.

Maxwell Graduate School of Citizenship and Public Affairs

Faculty from IDD&E have been active in several projects administered by the Maxwell School. The Local Revenue Administration Project (LRAP) coordinated by **Glynn Cochran** involved **Don Ely** in some of its training activities. More recently, the Simon Rodriguez University (Venezuela) project to update and upgrade its faculty was jointly managed by Maxwell and IDD&E.

When the Special Media Institutes were being planned in the 1960's, IDD&E worked with the History Department to conduct workshops for professors of history from about thirty universities across the United States. The professors were about to lead U.S. Department of Education sponsored summer institutes for high school history teachers. **Professor Walter Ullman** was the primary resource person from the History Department.

Other Examples of Cooperation

Over the years, graduate students from IDD&E have been in high demand by other schools and colleges within the University. The College of Human Development (formerly Home Economics) has recruited IDD&E students to serve as laboratory monitors. Students have been appointed as graduate assistants in the Graduate School for the Teaching Assistant program. The School of Management (formerly the School of Business Administration) has hired IDD&E graduate students to teach courses and to serve as computer laboratory personnel. **Sydney Scott Tyler** taught courses and **Jim Ellsworth** served as a computer coordinator. The associate dean of the School of Social Work, **Gerry Gross** did graduate study in IDD&E and **Bill Boags**, a graduate assistant from IDD&E worked within the school.

The School of Visual and Performing Arts (a merger of the School of Music, School of Art and School of Speech and Dramatic Art) has sent faculty to IDD&E for doctoral degrees. In 1966, **Gerald F. Reidenbaugh** was **Don Ely's** first doctoral candidate to complete the degree. **Stephen Marconi** taught a full schedule while completing his Ph.D. **Ely** also taught a course in visual presentation for the former School of Speech and Dramatic Art. Interest in the film and video media has often brought together students and faculty with common interests from VPA and IDD&E.

The School of Management operated a major contract program called the International Management Development Department (IMDD). **Don Ely** was involved in teaching within this program for many years. From time to time, members of the IDD&E faculty have been participants in planning with the Department of International

Programs Abroad (DIPA). However, the undergraduate emphasis of this program means that there is much less interest on the part of the IDD&E graduate program.

CHAPTER SEVEN

INTERNATIONAL ACTIVITIES--BRIDGES ACROSS THE WATERS

From its very beginning, the Audiovisual Center and the audiovisual education program were deeply involved in contracts with international organizations who were attempting to gear up to use new technologies in education and training. Graduates from more than 50 countries have completed advanced training at Syracuse University in IDD&E. **Don Williams** began the first efforts in 1950.

A publication about university work in developing countries called Syracuse University's Audio-Visual Center "...a veritable wholesaler of overseas contracts. It has had 16 contracts in seven countries with various U.S. government agencies since 1950, and has sub-contracted several which it could not staff itself." The publication goes on to describe the nature of the Center's work:

One reason for its adaptability for overseas contracts is that it performs largely a service function on the Syracuse campus. Its main job at Syracuse is the preparation of audiovisual materials for the entire university, including materials not only for the teaching departments but also for public relations. Only a minority of the staff actually teaches in the School of Education.

In 1951, there were Syracuse University teams in Iran, Greece, Ethiopia, Iraq and Turkey. A residue of money from those contracts with the International Cooperation Agency (ICA) was made available in 1955 to bring 18 international students from these countries to Syracuse for one year for further training. Many of them finished Master's degrees. That same year, a large team was sent to Korea and remained there until 1962 with **James McCarron** serving as Chief of Party.

The emphasis for most of the contracts was on the production of educational motion pictures and on the training of individuals to produce such materials after the U.S. teams left the country. The topics centered on health, sanitation, nutrition, agriculture, literacy, and other matters of human development.

Training Groups

After the contracts ended, a second wave of relationships evolved through the efforts of new faculty who had not been associated with past efforts. One can trace some of the more recent efforts to students who came to Syracuse University, earned degrees in IDD&E, and returned to leadership positions in their countries where they

were responsible for training professional members of their staff. Two prime examples are **Farhad Saba** from Iran (currently Professor of instructional technology at San Diego State University) and **Yusufhadi Miaro** from Indonesia.

In 1977, fifteen Iranian students from Educational Radio and Television of Iran (ERTI) came to Syracuse to study for Master's degrees. **Saba** was the director of ERTI and found that it was necessary to send professional colleagues out of the country to receive the training they required to perform on the job competently. The next year, a group of 20 Indonesians came to SU to pursue Master's degrees in IDD&E. They were employees of the Center for Communication Technology, directed by **Yusufhadi Miarso**. From this beginning, enrollments from these two countries were constant for many years following the formal end of each program. The Indonesian group has sponsored reunions in Indonesia, especially when IDD&E faculty member are there for consultation.

The latest group to come to IDD&E is from the Universidad Nacional Experimental Simon Rodriguez in Caracas, Venezuela. This updating and upgrading program is for professors in the social sciences and education. The goal is the improvement of instruction, especially because teaching is accomplished through distance education. Several members of the first group have received Master's degrees in IDD&E and a few from Syracuse University's Maxwell School. Participating IDD&E personnel have visited and lectured at the University in Caracas. The program continues.

International Involvement of Faculty

The **Williams'** heritage influenced **Don Ely** to apply for a Senior Fulbright Professorship at the Instituto Pedagogico at the University of Chile in 1963. He spent one semester there shortly after completing his Ph.D. With some experience in Latin America, in 1975 he was encouraged to apply for another Fulbright in Peru. He led a team of three professionals from the United States in conducting a series of workshops for faculty from the 26 Peruvian universities and returned for a follow-up a year later. In 1989, **Ely** received a Fulbright for Research in the American Republics to study the impact of his previous efforts.

There was a time when every IDD&E faculty member had overseas experience--not just as a tourist or short-term visitor, but as a resident with family living in a foreign country. **John Tyo** was recruited from Nigeria where he was finishing a contract with Indiana University. Later, he spent a year in Iran and a year in Indonesia. **Gus Root** spent a shorter time in Iran as well. **Phil Doughty** and **Dennis Gooler** were responsible for projects in Iran and lived there with families. **Charles Reigeluth** worked in Argentina.

Two-Way Exchange

The cooperative agreement with the Faculty of Educational Science and Technology at the University of Twente in The Netherlands has brought Dutch professors to IDD&E and has sent individuals to that county for brief periods of time. From Twente, **Egbert Warries**, **Tjeerd Plomp**, **Jan van den Akker**, **Plon Verhagen**, **Martin Berger** and **Jules Pieters**, have taught courses at Syracuse. IDD&E sent **Don Ely**, **John Keller**, **Roger Hiemstra**, **Nick Smith** and **John Centra** (from Higher Education) to teach at Twente.

Another Fulbrighters

In 1995, **Rob Branch** was awarded a Fulbright grant to teach and do research at the University of Natal in Durban, South Africa. He worked with **Costas Criticos**, a 1992 Master's graduate of IDD&E. During his year in South Africa, he taught and participated in a multi-media research group exploring visual representations and relationships.

Tom Reeves was a Fulbright grantee at the University of Piura in Peru in 1979 after completing his doctorate and **Spencer Rohrllich** was a Fulbright lecturer in Venezuela during the same year.

Support for International Students

Almost every international student in IDD&E received some type of financial support. Whether international organizations, such as the World Bank, UNESCO or the World Health Organization or national agencies such as Indonesia's Open University, Center for Communication Technology and National Family Planning, financial assistance is given to qualified and able individuals who are competent in English. Almost all of those who have studied at IDD&E have returned home to positions of leadership. Other support comes from universities, businesses, and government agencies within the home country. In some cases, organizations and agencies in the United States have provided financial support for individuals who have been identified as potential leaders: the Ford Foundation, U.S. Agency for International Development, U.S. Information Agency and the Fulbright program. Syracuse University has provided funds for IDD&E graduate students in the form of scholarships, fellowships, and graduate assistantships

CHAPTER EIGHT

SPONSORED PROGRAMS -- HELP FROM THE "OUTSIDE"

From its inception, the program has been highly entrepreneurial. United States government contracts from 1950-1958 amounted to over \$3 million--a substantial amount for those times. The overseas contracts for media production and training established Syracuse as a major force in the audiovisual movement of the 1950s. Extension to a resident training program in 1955-56 gave impetus to the academic program and led to hiring more faculty. The University reaped the benefits of the overhead (indirect) costs that were part of each budget negotiation and some of those funds helped to support the growing service program within the University. The irony of this effort was that **Don Williams**, who was hired to build the audiovisual program, resigned when the University administration refused to support the program at the level he recommended when the federal contracts ended.

The NDEA Largesse

About the time the Technical Cooperation Agency and the International Cooperation Agency reduced their funding opportunities, the U.S. Congress passed the National Defense Education Act (NDEA) in 1958 in response to the Soviet Union's launch of the first successful space satellite, Sputnik. This Russian space triumph was interpreted by many people, including United States Congressional Representatives and Senators, as a failure of the U.S. education system to prepare scientists for the space program. Note the emphasis on *defense* (National *Defense* Education Act)! Science, mathematics and foreign languages were first to benefit from this legislation. The NDEA of 1958 included provisions for research, development and training in applications of the "new educational media" which included, according to the legislation, television, computers, programmed learning and other instructional.

NDEA and the Syracuse Program

There were two basic "Titles" of the National Defense Education Act (NDEA) that applied to the field: Title VIIa had to do with research and development in the use of new educational media and Title VIIb was aimed at training personnel.

One of the first projects undertaken by the Syracuse Center under Title VIIa was an annotated bibliography of "Audiovisual Materials for Teaching Audiovisual Courses." A Title VIIb grant permitted the recruitment and appointment of doctoral level students. From the beginning, Syracuse received funds through successful competitive proposals to support NDEA Fellows. Announcement of this program further spread knowledge of the Syracuse academic program and was responsible to

attracting many first-rate graduate students. Those applicants who did not receive NDEA fellowships often received graduate assistantships or other appointments that made graduate study possible. Over the life of the NDEA fellowship program, ten individual awards were made and ten finished the Ph.D. degree (**Martha Bradley, Arthur Babick, Mike Molenda, Richard Muller, Donna Singer Muller, Norman Higgins, Phyllis Tanner, Herb Miller, Richard McLaughlin and Bruce Holman**).

Other NDEA projects of note included sponsorship of a major conference on the "system approach" to instructional development in 1964. The conference marked emergence of the concept within the field, which has continued to be influential over the years. Several small grants helped to fund doctoral research that led to dissertations. **Lawrence Myers, Jr.** from the Radio-Television department also received research money from NDEA and was successful in obtaining funding for a Summer institute in educational television.

In 1964, NDEA was merged into the Elementary and Secondary Education Act (ESEA) and funding for instructional technology continued. **Gene Oxhandler** received a grant for the computer simulation of a statewide film library network with **Charles Bidwell** and **Fred Christen** serving as research assistants. Syracuse cooperated with Michigan State University, San Francisco State University, and the University of Colorado to organize and deliver a demonstration and evaluation project on instructional systems development.

But it was the training "titles" of the legislation that provided the greatest support for the academic program. Beginning with short term institutes for directors of subject matter institutes (in history, civics and the social sciences) in cooperation with the University of Southern California (which had the primary contract), Michigan State University and Teaching Research of the Oregon State System of Higher Education, the first of several such programs was offered in 1965. These Special Media Institutes were managed almost entirely by graduate students from the Area Instructional Technology. They also gave visibility to the program across the campus.

A Major Boost: Academic Year Programs

Probably the greatest boost ever given to the academic program was the major infusion of student enrollments brought about by four year-long programs that brought selected groups of students to Syracuse. These programs, beginning in the 1966-1967 academic year and ending in the 1970-1973 academic years, were all funded by the U.S. Office of Education (later the U.S. Department of Education) and were intended to prepare new personnel and upgrade existing personnel in the application of "new instructional media" in the process of teaching and learning. A significant by-product of the effort was the recruitment of dozens of students, most receiving Master's or doctoral degrees either within the time frame of the program or in subsequent years. Another spin-off was the host of applications for the fellowship programs from

individuals who were eventually admitted to the program, but not given NDEA awards. Graduate assistantships were awarded to some of the applicants who did not receive fellowships and they were then able to continue in degree programs.

Another fringe benefit of the USOE programs was the increasing recognition of the Syracuse program. Extensive national advertising for applicants served as evidence of the program's viability for people who may never have considered graduate study in the field. Repeated success in obtaining funding also reinforced the status of the Syracuse program and led others to apply long after the federal funding had ceased. These programs probably contributed to the successful establishment of the Doctoral Program in Educational Technology to Prepare Leadership Personnel for Education of the Deaf that ran from 1970 to 1977.

The initial NDEA program in 1966-1967 for 15 students was called the Experienced Teacher Fellowship program in Educational Media. Eugene Oxhandler coordinated it. After **Oxhandler's** untimely death in 1967, **Fred Knirk** directed the second Experienced Teacher Fellowship program for 15 individuals in 1967-1968. Ten of the thirty fellows went on to complete doctoral degrees.

A third program, in 1968-1969, was an Academic Year Institute for 20 Mid-Career Media Specialists. It was directed by **Don Ely** and was designed for higher education personnel. Another higher education "institute" (funded 1970 to 1973) was called Curriculum Development in Educational Media and Technology. **Don Ely** and a newly arrived faculty member, **Dennis Gooler**, who had just finished his doctorate in curriculum and evaluation at the University of Illinois, directed it. Twenty graduate students were recruited into the program. The purpose was to review academic programs preparing professionals for the field and to make recommendations for future academic programs. The participants completed an academic program while studying the competencies required for professionals in higher education institutions. Many received Master's and doctoral degrees even though the programs were not designed for that purpose.

Research and Development

A list of sponsored programs between 1961 and 1980 describes forty-seven funded projects in areas of training, research, development and media production carried on by IDD&E faculty, usually with graduate student assistance. Most of them appear to be "development" rather than "research" and some had elements of both. A sampling of the titles, sponsors and directors indicates a wide range of interests and projects.

- 1967 Film production: Handling Food for School Lunches (NYS Ed. Dept.) Tyo
- 1969 Study to Develop a Forecasting Procedure for Future Planning
of Vocational Training Programs (NYS Ed. Dept.) Hudspeth

- 1972 Innovative Use of Technology in Community Colleges
Cooler
- 1973 Inservice & Preservice Teacher Education Cost Analysis System
Doughty
- 1975 Calculator Mathematics Program (Texas Instruments) Neilsen
- 1981 An Investigation on the effects of alternative strategies for
sequencing instruction on basic skills
(U.S.Navy) Reigeluth
- 1981 Investigation of the effectiveness of learned helplessness
alleviating strategy for low aptitude learners (NIE) Keller
- 1983 Design & Field Testing of a Generalizable Training Audit &
Development System for Inservice Training (NYS Res. Found.) Eggert
- 1986 Design & Evaluation of a Microcomputer based database
storage and retrieval system (IBM) Ely

A 1970 report from the Syracuse University Office of Sponsored Programs showed that IDD&E received \$451,844 for research and \$1,170,039 for sponsored teaching that year. In 1992-1995, IDD&E received \$1,955,944 in sponsored funds for research and teaching. A conservative estimate of the supported projects over the 50 years of the program is about \$10 million. Every faculty member was involved in one way or another in sponsored programs.

The Big Bang

During a sabbatical year (1972-1973), **Don Ely** was successful in obtaining funds from the U.S. Office of Education (USOE) for the creation of the Center for the Study of Information and Education (CSIE). It was at this time that information technology was beginning to make an impact on education and the USOE was interested in exploring that trend. **Ely** proposed the Center, which would explore ways to bring the fields of educational media and technology and school librarianship together. That effort, originally funded at \$209,046, continued through 1975 and is another story in itself.

The associate director of CSIE was **Sylvia Fabisoff** who was in the final stages of her doctoral study at Case Western Reserve University. She eventually became dean of the School of Library and Information Science at the University of Oklahoma after teaching at the University of Illinois. **Fabisoff** and **Ely** studied the definition of information needs and wrote a report on *Information and Information Needs* which was eventually published. Other commissioned papers had to do with information systems for nontraditional study by **Joseph Oakey** who eventually became the Vermont Commissioner of Education; a report of the future of information delivery systems, primarily cable television by **John Bardwell**; an analysis of the effects of the explosion of information and its effect on information deprivation by **Carlton Rochelle** who eventually became dean of libraries at New York University; and a paper on the improvement of library and information science education by **C. Walter Stone**, **Jack**

Belzer, and **James W. Brown**--the first head of the Syracuse University educational technology program.

The work of CSIE staff was recognized by USOE officials in Washington and when the Request for Proposals was issued for ERIC Clearinghouse competitions in 1976. **Ely** and his colleagues, **Richard Clark** and **Pauline Atherton (Cochran)** decided to submit a proposal to establish the ERIC Clearinghouse on Information Resources at Syracuse University. This Clearinghouse was a merger of the former ERIC Clearinghouse on Educational Media, then at Stanford University and the ERIC Clearinghouse on Library and Information Science, then at the American Society for Information Science. The Syracuse proposal involved both the School of Education and the School of Information Studies since the scope of the new Clearinghouse would include expertise from both faculties. **Ely** had served on the National Advisory Board for the Clearinghouse at Stanford and **Clark** had been the associate director there before he came to Syracuse as department chair. One proposed key staff member, **Betty Jane ("BJ") Vaughn** had been associated with the ERIC Clearinghouse on Adult Education when it had been located at Syracuse several years before. With that lineup of personnel and the distinguished reputations of both Education and Information Studies at Syracuse, and perhaps an attractive fiscal arrangement, the USOE awarded the contract to Syracuse University to begin operation on January 1, 1977. The Clearinghouse (now named "Information & Technology") has been at Syracuse since that time with three major successful competitions for 5-year contracts.

The ERIC story is another tale of some length and will not be presented here. However, it should be noted that the leadership of the Clearinghouse has been transferred from the School of Education to the School of Information Studies. **Ely** (from Education) was director for the first 15 years with **Pauline Atherton (Cochran)**, **Evelyn Daniel**, and **Michael Eisenberg** (from Information Studies), each serving as associate directors at various times over the 15 years. In 1993, **Eisenberg** became director and **Ely** assumed the associate directorship until his retirement in 1995. He continues to serve on a part-time consultant basis. **Eric Plotnick**, an IDD&E graduate, is the assistant director of the ERIC Clearinghouse on Information & Technology. The location of the Clearinghouse was moved from the School of Education in Huntington Hall to the new Center for Science and Technology on College Place in 1993.

As with most other projects, graduate students in IDD&E were active in the ERIC operation. **Bruce Clark** (currently a professor and chair at the University of Calgary in Canada) was the first assistant director and **Ann Wiley** was the second assistant director. Both finished doctoral programs in IDD&E. Other students from IDD&E and the School of Information Studies have been employed as abstractors and graduate assistants over the years. **Tanna Kincaid**, **Abby Kasowitz** and **Manal El-Tigi** are recent examples from IDD&E.

Overseas—Again!

Chapter Seven describes the international contracts that brought students to Syracuse. What follows is another dimension of that effort. It may be somewhat repetitious, but in doing so, it provides a context for the contracts.

There have been international dimensions in the program ever since it began. The early contracts during **Don Williams'** tenure were followed by many enrollments in the academic program from other countries. However, it was not until the early 1970s that major projects came to IDD&E. One of the first was in 1973 when a contract for training Iranian personnel from Educational Radio and Television of Iran was awarded. Fifteen individuals arrived for a year of study, which was to culminate with the awarding of Masters degrees to those who successfully completed graduate study. The contact was with **Farhad Saba**, who had returned to Iran toward the end of his doctoral program to head ERTI, part of National Iranian Radio and Television. He needed trained staff and felt that the best way to accomplish this objective was to send them to Syracuse University.

During the five year duration of the contract (ended by the Iranian revolution in 1979), most of the IDD&E faculty spent time in Iran consulting with ERTI personnel and participating in the training of additional personnel on site. Short term consultation was carried on by **Phil Doughty, Dennis Gooler, Don Ely, John Eggert**. Longer term residential appointments were held by **Gus Root, John Carter, and John Tyo**. **Saba** eventually finished his doctorate and emigrated to the United States after the revolution. He is now a professor of Instructional Technology at California State University at San Diego where he is a specialist in distance education.

Soon after the Iranians arrived, a contract with the U.S. Agency for International Development was awarded to IID&E to train individuals from Indonesia in the field of educational media and technology. Twenty Indonesians arrived in Syracuse in December 1973 to pursue Master's degrees over an 18-month period. This group, from the Ministry of Education's Center for Communication Technology was spearheaded by **Yusufhadi Miarso**, director of the Center and a recipient of a Master's degree from the program in 1963. Miarso was a protege of **Raden Santoso Hamijoyo**, the first Indonesian to receive a Master's degree from IDD&E (or Audiovisual Education as it was known then). Two individuals also completed doctoral degrees in the program: **Anung Haryono** and **Koyo Kartasurya**.

The government of Indonesia was the financial supporter for much of the graduate study. Training of Indonesian personnel continued under the sponsorship of the National Family Planning Program (BKKBN). **Samidjo** finished a doctorate and several others completed Master's and C.A.S. degrees.

Another significant group, smaller in number, came from the newly established Indonesian Open University in 1985. Four hand-picked individuals were selected by

Yusufhadi Miarso to pursue doctoral degrees: **Pauline Pannen**, **Pras Irawan** and **Suciati** completed the Ph.D. and **Edwina Laksmi** is in the final stages of her dissertation at this writing. All have returned to the Open University except **Laksmi** who married **Peter McDonald** and now lives in Indianapolis.

A follow-up of the Iranian and Indonesian contracts is also of interest. The head of the Training Systems Institute in IDD&E is **Firouz Rahmanzadeh**, a former colleague of **Farhad Saba** at ERTI. Several of the original Iranian group have emigrated to the United States and have positions in the field.

Enter the Training Systems Institute

In the early 1980's, a need arose for a systematic management vehicle to handle some of the contracts coming to IDD&E. Phil Doughty envisioned a separate unit within IDD&E that could handle sponsored programs that fell within the scope of the program's interests. Previous accomplishments created interest in further contracts with IDD&E and therefore it seemed appropriate to establish a management vehicle to handle such contracts. The Training Systems Institute (TSI) emerged as that vehicle. The scope of TSI's effort is well stated in its program brochure:

TSI provides services in all aspects of educational design, development, and evaluation to business, industry, government, allied health, human services, and education. Projects may involve: training needs assessment, design, development and delivery of training programs; development of instructional materials; evaluation studies; planning for new technologies; organization development; development of human resources specialists; and special internship/fellowship programs.

Within that range of services, many varied projects have been conducted under the TSI umbrella. Some examples are:

Instructional Materials Design and Development

Development of a training package for the International Nuclear Information System for the International Atomic Energy Agency

Total Education/Training Systems Development

Faculty and Organizational Development; introduction of new technologies for Simon Rodriguez University, Venezuela

Training the Educational/Training Professional

Development of materials and conducting workshops for the United States Information Agency's Internship Capacity Building Project

International Fellowships, Research and Development

US-Bahrain, Kuwait, Qatar, Saudi Arabia and United Arab Emirates Project on Learning and Physical Disabilities

All IDD&E faculty have worked on these and other projects, almost always involving students. TSI offers services that are within the interests of the faculty and offer opportunities for research and development. They usually fall outside the scope of existing units that handle sponsored programs within the University. **Firouz Rahmanzadeh** is the managing director of TSI.

CHAPTER NINE

SYRACUSE UNIVERSITY AND THE PROFESSION: LEADERSHIP AND ACCOMPLISHMENTS OF ALUMNI AND FACULTY

National Professional Associations

Syracuse University faculty, staff and alumni have been leaders in several of the national professional associations that are closely related to the field: the Association for Educational Communications and Technology (AECT), formerly, the Department of Audiovisual Instruction (DAVI); the American Society for Training and Development (ASTD) and the International Society for Performance Improvement (ISPI), formerly the National Society for Programmed Instruction (NSPI). Other organizations, such as the American Evaluation Association (AEA) have come into the picture more recently.

Presidents of AECT (DAVI) from the Syracuse ranks include: **Don Ely** (1965-1966), **Robert Hale** (1985-1987), **Wesley McJulien** (1980-1981)--the first African-American President of AECT, and **Robert Holloway** (1989-1990). Syracuse has been represented in the executive secretary position of AECT (DAVI) by two people: **Anna Hyer** (1959-1969)--a Syracuse faculty member from 1948 to 1950 and **Howard Hitchens** (1969-1982)--Ph.D. graduate and former head of instructional technology at the U.S. Air Force Academy.

Within the Divisions of AECT, **Phil Doughty** has been president of the Division of Instructional Development (DID) and **Richard Cornell** has been president of the International Division. **Robin Taylor Roth** and **Phil Doughty** have served on the AECT Board of Directors:

Don Ely has received the Distinguished Service Award and the International Contributions Award from AECT and **Phil Doughty** has received the Leadership Award from the Division of Instructional Development.

AECT has selected interns from IDD&E over a number of years: most recently, **Jason Ravitz**. **Bob Hunter** was a graduate student representative to the Okoboji Leadership conference and **Kab Mitchell** received the AECT Memorial Scholarship award in 1978. Others have been honored, but records are not available.

Although **Nick Smith** was not successful in his bid for president of the American Evaluation Association (AEA), he has distinguished himself in the AEA through publications and active involvement in the annual conference.

International Recognition and Services

Prestigious Fulbright awards have been granted to **Rob Branch** (South Africa), **Earl Smith** (Ghana), **Don Ely** (Chile, Peru and Research in the American Republics) **Tom Reeves** (Peru), and **Spencer Rohrlich** (Venezuela). **Ely** is an honorary member of the Indonesian Educational Technology Association and has served on the editorial boards of the *British Journal of Educational Technology* and *Innovations in Education and Training International*-- (United Kingdom).

Many faculty and alumni have been active in international affairs related to the field. One of the most interesting is the "Computers for Lithuania" program initiated by **Craig Locatis**. From his office in suburban Maryland, **Locatis** solicits used computers from Washington area organizations and coordinates shipment to Lithuania for use in schools there.

Academic Programs

About ten percent of program graduates have found a career path in higher education institutions, many preparing professionals in the field of educational technology. Those who have served as department chairs include: **Francis (Skip) Atkinson** (Georgia State University), **W. Bruce Clark** (University of Calgary), **David Crossman** (University of Pittsburgh), **Norman Higgins** (Arizona State University and, later, Dowling College), **G.A.B. (Ab) Moore** (Concordia University and, later, University of Guelph), **Tim Ragan** (University of Oklahoma), **Adrianne O'Brien** (New York Institute of Technology), **Tim Ragan** (University of Oklahoma), **Al Stahl** (Wayne State University) and **Barbara Billings Seels** (University of Pittsburgh).

Victor Lisnyczyj is chair of the Photographic Technology Department at Onondaga (NY) Community College and was recently elected president of the Photo Imaging Educational Association.

On the faculty side, many IDD&E graduates are teaching in academic programs preparing teachers to use instructional technology and, in some cases, to prepare professionals for the field: **Al Januszewski** (SUNY Potsdam); **Tom Kopp** (Miami of Ohio); **Mary Catherine Ware** (SUNY Cortland); **John Belland** (Ohio State); **Jim Cabeceiras** (San Jose State University); **David Morris** (University of New Haven); **Bill Hillgartner** (recently retired from McGill University); **Bob Milkman** (Western Illinois University); **Dick Post** (Ohio University); **John Keshishoglou** (recently retired founder of the Ithaca College School of Communications); **Mike Molenda** (Indiana University); **Michael Yacci** (Rochester Institute of Technology); **Tom Reeves** (University of Georgia); **Rick Kenny** (University of Ottawa); **Morrell Boone** (Eastern Michigan University); **Karen Jost** (California State University, Chico) and **Judith Warren** (College of Agriculture and Life Science at Texas A&M). Others have not been mentioned because their current positions are not known.

The Educational Technology for Educators of the Deaf doctoral program has sent **Barbara Bodner-Johnson**, **Elaine Costello**, **Jim Achzehn**, **Faye Macklin** and **Ramon Rodriguez** to Gallaudet University in Washington, DC and **Jim DeCaro**, **Paul Petersen**, and **Jim Cox** to the National Technical Institute for the Deaf at the Rochester Institute of Technology.

In University administration, **Hubert Setzler** has been president of Newberry College in South Carolina, **Paul Glover**, is vice president of SUNY Health Science Center in Syracuse, **Leo Lambert**, provost, Wisconsin State University at Stout and **Carol Carrier**, assistant vice president for academic affairs at the University of Minnesota. At Syracuse University, **Frank Wilbur** is assistant vice president for undergraduate studies and director of the Center for the Support of Teaching and Learning.

K-12 Schools

Chuck Read is superintendent of the Cazenovia (NY) Public Schools and **Fran Murphy**, superintendent of the Rome (NY) Public Schools was named "Superintendent of the Year" by the New York State Superintendents organization. **John Connelly** is an assistant superintendent for curriculum and instruction in an Arizona school district and teaches part time at Arizona State University. Recent graduates **Amy Fiorito** and **Vesna Herbon** have returned to the classroom to apply their IDD&E skills and knowledge in the K-12 classrooms. **Jean Jeffries** is principal of a middle school in Cazenovia, New York. **Peg Owens** teaches in the Liverpool, New York schools. **Don DeJohn** is a psychologist in the Syracuse Public Schools and **Anna Maria Lankes** is a media specialist in the East Syracuse-Minoa School District. **Joan Stolp Morgan** serves in the Oswego County BOCES. **Tanna Kincaid** is a technology coordinator for the North Dakota State Board for Vocational and Technical Education.

Business and Industry

Bob Hunter is a Vice President for Andersen Consulting. **Joe Durzo** is a principal in Business Development International, his own consulting firm. Graduates are well placed in IBM Canada, Citibank, BellCore, Chase Manhattan Bank and Bell Labs. **Bob Ostwald** is an independent consultant to business as is **Rick Lent** and **Bob Schneider**.

Government

Craig Locatis is head of the Learning Center for Interactive Technology at the National Library of Medicine. **Don Ely** served a one-year stint as Program Director for

Dissemination at the National Science Foundation and **Bob Davila** was Assistant Secretary of Education during the Bush administration.

Allied Health Professions

Faith Stein is director of training at the American Cancer Society. **Beat Schurch**, M.D., returned to his native Switzerland with a Ph.D. from IDD&E. Former faculty member, **Tom Nielsen**, continues his research and training work with the Veterans Administration. **Jim Waldron** is on the staff of the University of Texas Medical School at San Antonio. **George Southall** is on the faculty of Queens University Medical School in Canada and **Art Babick** is at the University of Texas Medical Center in Dallas.

CHAPTER TEN

THE NEXT FIFTY YEARS – IS THE PAST PROLOGUE?

The intriguing phrase, "What is Past is Prologue" is carved in marble on the front of the National Archives building in Washington, DC. It is often used to launch thoughts of the future. Perhaps George Santayana's phrase is more apt here: "Those who have not learned from history are condemned to repeat it."

There is a lot of history in this brief volume. There is also so much more that has not been included. What have we learned? It is impossible to list all the gems of wisdom that could be mined from these 50 years. Let me try another approach that may help to bring all of this together and perhaps even help to chart the course for the next 50 years.

Several years ago I was asked by the editor of the *International Review of Education* to reassess the contributions and potential benefits of educational technology over the past 50 years. Here is what was said:

Some historians believe that events are cyclical over time; some psychologists believe that the best indicator of future behavior is past behavior; some philosophers say that we learn from our mistakes. All of these viewpoints seem to describe the activities of educational technology over the past fifty years.

What might be viewed as a failure to install many of the instruments and artifacts of educational technology might in fact be a sign of maturity, a sign that advocates have learned what the proper role of educational technology really is. In a world where the products of a technological age are visible in many sectors of society, it is reasonable to think that these fruits of our labors are potentially useful in the education sector as well. We have learned that we must buy products that have been originally designed for other purposes and adapt them to educational settings. We thought that mere acquisition was sufficient to begin using these new technological delights, but soon learned that there were no quick and easy roads to success. We have learned that the goals of education were quite different from those of other sectors of society.

To say that we have failed or learned very little is to miss the

point. We have learned about education, teaching, and learning. We have learned that there is no easy road to educational success. We learned that media which entertain do not necessarily teach. We have learned that there are better ways to design software. We have learned that we must deal with the whole rather than the parts. We have learned that education is not an institution that can be revolutionized easily--but that evolution can be accelerated. We have learned that educational technology is a problem-solving process, not a product.

The current innovation is information technology or, more specifically, the computer. What will happen in the future? Will the mistakes of the past be repeated? Will the next fifty year analysis be similar to this one? The potential for failure is still there. We have a visible piece of hardware with software that has been developed largely for business, industry, the military, or government purposes. Worldwide problems in education still exist, and the urgent calls for a 'quick fix' are creating pressure to embrace new technologies. The basic structures of education are the same, and most teaching continues to be offered in classrooms, with groups of learners being taught by an individual teacher. This age-old practice is probably the single most effective deterrent to improvement of learning. Until educators realize that new times demand new configurations for teaching and learning, we will continue to find pockets of innovation which may or may not make much difference to the advancement of learning. Teachers have a role to play in this new configuration; so does technology. The past fifty years have taught us how to bring about changes that will improve learning and make it more exciting. Critical problems of numbers and space, especially in developing nations, can be addressed by new and systematic configurations of learning environments where teachers, technology, and techniques make their optimum contribution to the process of teaching and learning. To do less is to deny the advances of the past fifty years. To do more is to launch education on a path toward the twenty-first century.

Donald P. Ely and Tjeerd Plomp (1986) The promises of educational technology: A reassessment. *International Review of Education* 32, 3. pp.246-247.

APPENDIX A

**GRADUATES OF THE AUDIOVISUAL EDUCATION,
INSTRUCTIONAL COMMUNICATIONS,
INSTRUCTIONAL TECHNOLOGY, AND INSTRUCTIONAL
DESIGN, DEVELOPMENT AND EVALUATION PROGRAM**

**SYRACUSE UNIVERSITY
1948-1998**

This is an incomplete list. It is the best we can find from the records available to us. If you know of any names that are omitted or if there are other errors that should be corrected, please pass on this information. We are also looking for addresses of individuals who have been lost over the years after changing locations and jobs. Help us to maintain an up-to-date list.

Year	Masters	Ph.D.	Ed.D./CAS
1948	George Cochem		
1951		Carson Graves	
1952		Albert Weissberg	
1953	Donald P. Ely	Eugene Foster	
1956		George Cochem Herman Trubov	Ruth Haycock Gilbert Tauffner
1957	Bill Liess Richard Muller Don Nolder Ray Osborn Frank Thomas		
1958		Solomon Dworkin	
1960			Richard Hubbard (deceased)
1961	Louis Dicocco Salvatore Parlato	Donald P. Ely	
1963	Richard Cornell	Frederick Breitenfeld	Daniel Lesser

	Yusufhadi Miarso (Martadiaja) Barbara Seels		
1964		John A. Davis, Jr. Carson Graves Howard Hitchens, Jr.	Walter J. Mars
1965	Don Schroeder	Marvin Rimmerman	
1966	Bruce Dewey Paul Zuckerman Gerald Reidenbaugh	Robert Lorenz John Parkinson	Earl Knobloch Luton Reed
1967	Thomas Eshelman Alfred Herrott Robert T. Jones Dennis Myers (deceased) Richard M. Weinberg Carole Worthem	Fred Christen Herb Miller H. Lawrence Swartz	
1968	Mark D. Blatt Robert B. Brown Simon Chatiyanonda Louis DeGersare, Jr. Paul Froemming Henry W. Gadjó Richard Gates John Hampshire Francis Houston Deanna Hovanetz Erik Jager Charles F. Johnston Vincent Minella Frank Moore Carl N. Nordwell Eugene Ragus Rev. R. Reid Robert O. Ross Sidney Rothenberg Lynne B. Schran James F. Smith Kenneth Tessier Martha Wiser	Charles Aquino Martha Bradley Robert Bundy David Cram David Crossman Frank DiGiammarino Robert Kline Frank Thomas	James Cabeceiras Robert Cox Milton Patrie Albert F. Stahl Wm. Thompson CAS A. Raptopoulos
1969	Lynne M. Adams Howard Baker Ferdinand Bartlett June Brower (deceased) Ron Bouverat Margaret Burch	Richard Averson John Belland James Bukhala Chris Dimas Robert Jones John Keshishoglou	

Lee A. Carey
 Virginia Christianson
 William A. Clark
 William Crosby
 James W. Davenport
 Bernie Eisenberg
 Hiram Fernandez-Rosa
 Alan Harvey Gleiner
 Maynard G. Matteson
 Robert McAlpine
 Anthony Parisi
 Richard Post
 Robert Allen Schneider
 Ford Seymour
 James Shields
 Robert D. Smith
 William Stembler
 George Southall
 James Waldron

Richard McLaughlin
 Benjamin Purvis
 David Rees
 Mary Sceiford
 W. Timothy Weaver

CAS
 Frank Brister

1970 Marion Arnoff
 Bernard Carpinelli
 Barbara Confino
 (deceased)
 Joe Durzo
 Gerald Estes
 Robert Kerns
 Bruce MacCurdy
 John Mickelsen
 David Morris, Jr.
 Ray Morrison
 Curtis Mustiful
 Barbara Nixon
 Raymond Papaleoni
 Woodrow Snyder
 Alexina Tyo
 Mary Ware
 Frank Wilbur
 Carol Wulfson

Francis D. Atkinson
 William Boags
 Bruce Elving

 Robert Greene
 Don Haefele
 Norman Higgins
 William Hillgartner
 Robin Kranz
 Lewis O'Donnell
 John Paris
 Tillman Ragan
 Rev. Robert Reid
 Lawrence Reiner
 Elton V. Robertson
 Stanley Schwartz
 Earl Smith
 George Southall
 James Waldron
 Henry Wiggins

EdD
 Robert Milkman
 William Millard

 Barbara Narrow
 Clyde St. Romaine
CAS
 Virginia Nevin
 Herman Sass

1971 John Ames
 Albert Beilby
 Keith Bernhard
 James Bliss
 Uwe Bobrow
 Edward Buck III
 Pat Campbell
 David Cranson
 Richard Emenecker
 Fred Fidanque

Charles Bidwell
 Tom Burford
 Clarence Eddleblute
 Frederick Gale (deceased)
 Joseph Gardiner
 Paul Grover
 Robert Hedges
 Bruce Holman
 Wallace Howell
 George Wm. Jones, Jr. (deceased)

EdD
 Louis Messineo

Walter Gill
Joseph Hill
Brian Horey
Robert Jubinville
Sr. Ellen Lyden
John Merrill
Brian Mihalik
David Pichette
Eric Plotnick
Richard Tabor
Henry Thompson
Robert Wylie
Lorraine Zajec

George Mastroianni
Wesley McJulien
Michael Molenda
Richard Muller
Donald Nicoletti
Stuart Sandow
David Solt
Robert Steffen

1972 Carol Thomsen Dallas
David Doughty
Paul Elliott
Robert Fullilove
Eneida Garcia
Joseph Hewson
Bernard Holtman
Richard Lent
Michael Maginn
Paul Massie
Rodney Roberts
Barbara Sorochty

John Butler
Lucas Chideya-Chihota
John Cicero
Robert Davila
Marion Henry
Helen Matthews
George A. Moore
Donna Muller
Curtis Mustiful
Donald Newgren
Robert H. Pearson
Thomas Richards
Spencer Rohrlick
John Rushbrook
Howard Schivera
John Schulze
James R. Treble

Charles R. Byrd

CAS

Joseph Hill

1973 Jane Cashell
Ken Everest
Thomas Grayson
Steve Isaac
Joseph Leonard, Jr.
Leonard MacDougall
Donald MacKay
Dolores Musillo-Mita
Lee Schaeffer, Jr.
Tawin Sidhipongse

Barbara Bodner-Johnson
Robert Clinch
Martin Dodge
Jean Fleury
David Giltrow
William Judd
Bobbi Kamil
Felisa Kaplan
Laurel Keating
Richard Lewis
Craig Locatis
Pamela Miller
Ronald Nomeland
Sharon Owen
Thomas Owen
Don Rudy
Mahabir Saxena
Harry Thompson

CAS

Ferdinand Bartlett

- | | | | |
|------|---|--|----------------------------------|
| 1974 | Robert Bayley
Bruce Bluman
Edward Clymer, Jr.
Earla B. Coburn
Richard Holloway
Patricia Kallman Gaulin
Alexis O'Neil
Peggy Owens
Jaime Rojas
Peter Trachtenberg
Judith Warren | Arthur Babick
Elaine Costello
Ramesh Gaonkar
David Holdridge (deceased)
Adrienne O'Brien
Sr. Francis Solano | CAS
Flora Briggs |
| 1975 | Maxine Florey

Barbara Friedman
Patricia Gorman
Judith Kaminsky
Carol Martin
Candace Lane
Naumowicz
Tom Reeves
Linda Kanwischer Robinson
Marjorie S. Roth
Hubert Setzler
Ann Silverman | John R. Johnson
(deceased)
Constance LEEAN
Herman Sass
William Saulsberry
Beat Schurch
Sr. Barbara Valuckas | EdD

Sarah Short |
| 1976 | Peregrin Berres
Taghi Ghaffari
Nancy Jenks Ellis
Jorge Jimenez
Herbert Letsche
Stephen Martin
Maria Rodriguez
Glenn Showalter
Patricia Smith
Michael Theall
Judy Trabert
Visvaldis Vidaminis | Stanley Alten
Carol Carrier
Riorita Ceniza
Clement Chow
Dale Clayton
Joe Durzo
Arnold Gibbons
John Hedberg
Richard Holloway
Kerry Johnson
Harry McEntee
Monday Okonny
Anthony Parisi
Paul Peterson
Farhad Saba
Hubert Setzler
Mary Ware
Peter White
Frank Wilbur | CAS
Ponciano de la Paz |
| 1977 | Doug Armstrong
Bernie Dodge
Judy Durzo
Enriquetta Gazzani
Mark Gorby | Albert Beilby
James J. DeCaro
Walter Gill
Ann Gothler
Joyce Hecht | CAS
Dilnawaz Siddiqui |

M. Kahnmohammadi
 Koyo Kartasurya
 Juma Nyirenda
 Ann Reeves
 Steve Rowan
 Mary Ann Scott
 Nancy Silverman
 Darlene Weaver

Robert Holloway
 Hugh Howson
 Dennis Myers
 Howard Rosenberg
 Raymond Stevens
 Ann Wiley

1978 Elizabeth Auleta
 Farideh Azadhar
 David J. Barry
 Bahman Bavifard
 Akbar Choobdar
 Lonnie Christiana
 Abdul Daniamiseno
 Katherine Edward
 M. Essamroudsari
 Hashem Fardanesh
 Deborah Finette
 M. Haghighat-Kashani
 Anung Haryono
 Wayan Inten
 Eric Jendrock
 Ben Karas
 Handy Kartawinta
 Hartono Kasmadi
 Martin Lewis
 Blair Maddy
 Linda Keiser Martin
 John McCubbin
 Simin Mirzaie
 Sartini Moertono
 Z. Nasution
 Yunarsih Nazar
 Ahmad Peikari
 Raphael Rahardjo
 Mansour Rahbari
 Arief Sadiman
 Medhi Sallili
 S. Singowidjojo
 Slamet Sudarman (deceased)
 Safiati Suharto
 Luluk Sumiarso
 Atwi Suparman
 S. Tabriztchi
 Judica Tampubolon
 I. Wiryokusumo

George DePuy
 Henrietta Lard
 Ronald Loiacono
 Georgia Macklin
 Penny Richardson
 Alton Roberts
 Michael Tarcinale
 Patricia Yacobacci

CAS

Taghi Ghaffari
 Ronald Holmes
 Leonard MacDougall
 Ruth Nabat

1979 Joanne Blunt
 Prisca Ivy Cele
 W. Bruce Clark

Carol Berrigan
 Suzy Chan
 Anthony Fisher

Beth Goldberg	Robert Hunter
Jane Graver	Tom Reeves
Nancy Lynn Hamilton	Penelope Wood
I. Ibrahim	
Bonnie Keller	
Phil Livingstone	
M. Mudhoffir	
Farida Mukti	
Susan Naef	
R. Radikun	
Allison Rushforth	
Allan Schatz	
Scott Watson	

1980	Gail Coulson	Keith Bernhard
	Gary Bravy	Morrell Boone
	G. S. Fatemeh Haee	Terrence Coleman
	Roger Oesterle	Ponciano de la Paz
		Richard Lent
		Donald McIntosh
		Francis Murphy
		Michael Theall

1981	Karen Glenn Gross	James Achtzehn, Jr.
	Reta Lee Harrison	Jumo Nyirenda
	Alfred Kakanda	Cathy Rodgers
	Atilio Leon	Susan Stoler
	Judy Mathis	Charles Vance
	Robert C. Ostwald	
	Joanne Giardina Ruffino	
	Paul Scott	

1982	Elizabeth Acosta	Afnan Darwazeh	
	DeMoreno		
	Egla Aguirre	Barbara Florini	
	Linda Anscombe	Faith Stein	
	Tibisay Acevedo-Martinez	Sarajini Ullagaddi	CAS
	Macarena Aspillaga		Mary Riley
	Carmen Cardenas		
	Chun-I Chao		
	Paul Eichten		
	Alberto Garduno		
	Elizabeth Moreno		
	Mike Olson		
	Mary Riley		
	Sandjaya Siswosumarto		
	Emily Friggle Stevens		
	Jack Sweeney		
	Karen Mineo Weale		
	Kai Yeh		

- | | | | |
|-------------|---|---|---|
| 1983 | Evelyn Adler
Simon Alcantara
Freddy Benitti
David Boeshaar
Patricia Brickner Cwynar
Ed Bronson
Militza M. Chacon
Bernard Coffey
Susan Kruppenbach
Jeryl Mitchell
Ronald Mokwena
Edgar Moreno
Janice Brown Newcomb
Michael Quattrociocchi
Vivian Pereira
Charles Joseph Powell
Bruce Rights
Lisa Doldo Sayers
Greg Smith
George Stevens
Chyng-Feng Sun
Tahmina Zamin
Ron Zimmerman
Tom Zorn | Constance Greco
Tom Kopp
Ulku Koymen
Bruce MacCurdy
Allen B. Manning
James Van Patten
Don Webster | <p style="text-align: center;">Ed.D.</p> John MacKerron
Louis Pullano |
| | | | <p style="text-align: center;">CAS</p> Anung Haryono |
| 1984 | Naowarat Bumrungchit
William Ekane
Susan Larson
Anna Lukachik
Sharon Mulvaney
Anna Maria Kavrecich
Patane
Jonathon Pazer
Don Robinson
Risa Schimmel
Joan Schroder
Barbara Townsend
Barbara Petry Tracey
Timothy Wilson (deceased) | Jane Cashell
W. Bruce Clark
Taghi Ghaffari
Leo Lambert
Virginia Tilden
Judith L. Warren | <p style="text-align: center;">EdD</p> Alberto Garduno
Jean Millett-Smith |
| 1985 | Samuel Catroppa
Ann Eisenberg
Anthony Deangelo

Bruce Hutchison
Jared Miller
Pornsiri
Neelapattamonon
William Owens
Beth Piloff
Susan Pratt
Pamela Eggert Rodgers | Ruth Curtis
Betty Feng
Bonnie Keller

Joseph Rishante | <p style="text-align: center;">EdD</p> Stephen Marccone
Maxine (Lois)
McLean
Donald Parks |
| | | | <p style="text-align: center;">CAS</p> Dolores Musillo-Mita
Muriel Lim-Quik |

Jay Tinklepaugh
 Kathleen Tinklepaugh
 Wallace Tomas
 Nancy Wettlaufer
 Lynn Widrick

1986 Lorraine Anthony
 Jeanne Buckley
 Paul Bischke
 Jeanne Carrillo
 Rasdi Ekosiswoyo
 Timothy Fuller
 Elizabeth Gallauresi-Winn
 Thomas Glaser
 Sonia Haggart
 Alan Januszewski
 Abtar Kaur
 Huei-Tse Kin
 Sheryl Lepkowski
 Eileen Lewis
 Laura Lewis
 Chin-Fuen Lin
 Judith Lyman
 Carmella Mazutta-Angotti
 Chrisalyn Monroe
 Norman Moore
 Harry Mouton
 Alexander Ngonyi
 Maman Rachman
 James Rawson
 Carol Roberts
 Atjeppudin Saepudin
 Ellen Schwartz Suciati
 Maureen Wakefield
 Karen Deluca Wright
 Ying Wu

Bernard Dodge
 Anthony Golden
 David Morris, Jr.
 Robin Taylor
 Judith Trabert

Ed.D.
 Maria Ruiz

1987 Grenardo Avellino
 Wendy Bean
 Mary Cavaliere
 Thomas Cooney
 Marlena Daher-Rahman
 Bina Damodaran
 Kathleen Gallagher
 Robert Hannum
 Barbara Hanson
 Georgette Harris
 John Hodgson
 Prasetya Irawan
 Yan Huei Lin
 Edwina Laksmi MacDonald
 Joan Mallia

Chun-I Chao

Ed.D.
 Charles Spuches

CAS
 Handy Kartawinata

Mitchell Marovitz
John Porcari
Donna Reimer
Aang Doni Sendjaya
Frances Sullivan
Mr. Syamtiadi
Lillian Welych

1988 Hyla Axelrod
Alison Carr
Tom Clinton
Mark Coldren
James Donnelly
Charles Drew
Carolyn Ganley
Lisa Goldberg
Karen Jost
Barbara Manchin
Dina Mustafa
Darlene Nestor
Anant Prichavudhi
Siti Prijata
Sulandjari Rahardjo

Charles Carson
Hal Ferguson
Harry Mouton

Ed.D.
William Ekane

CAS
Norman Moore

1989 Nancy Abrahamson
Laurie Baldino
Anne Bennedson
Janeane Bernstein
Joan Bickelhaupt
Hsiangchen Chu
Linda English
Deborah Grigel Fournier
Nancy Hollins
Lou Iorizzo
Desiree Kuzma
Paul Liberatore
Joanne McKennan
Prachee Mukherjee
Karen Phillips Richardson
Linda Rotondo
Anna Steerneman
Suzanne Tankersley
Joel Zimmerer

Ed.D.
John Connelly
Indaryati Motik

CAS
Anant Prichavudhi
Joanne Read

1990 Pamela Caughill
Shih-Hsien Chang
Elizabeth Cowan
Russett Craig
Harris Iskandar

Deborah Knoblock
Joan Soeth

Saviour Chircop
Michael Yacci

Ed.D.
Anung Haryono
Prasetya Irawan
Koyo Kartasurya
Paulina Pannen
Suciati
Penny Venning-Klein

- | | | | |
|------|--|---|---|
| | Craig Tingey
Matthew Tynan
Crystal Yancey | | |
| 1991 | Oratile Branch
Allison Casimere
Yen-Lun Chen
Sabrina Christian
Marlene Cook
Melinda Costello
Lydia Doty
Trav Johnson
Deborah Jones
Teresa Kelly
Kurt Krumperman
Joanne Morgan
Jillann Motto
Teresa Osborne
Michelle Rice
William Shaul
Barbara Shelly
Paul Stout
Teri Switzer
Pi-Ying Tsai
Susan Zack | Katherine Beissner
Diane Hauer
Robert Pearson
Barbara Yonai | |
| 1992 | Lynn Allen
Costas Criticos
Rob Franklin
Wendy Freeman
Thomas Hadlick
Erin Horner
Pat Labrador
Simone Lepine
Xinyu Li
Yueh-yuan Liu
Rolando Martinez
Christopher Merta
Andrew Myers
Reginald Parker
Dennis Schahczenski
Nancy Scheel
Eileen Schroeder
Eunjoo Song
Rodney Strong
Howard Tripp
Loren Williams | Marilyn Arnone
James Cox
Karen Jost
Richard Kenny
Eileen Lantier
Penrudi Meesuwari | <p>Ed.D
Peter MacDonald
Rusly Mahady
Shamili Sandiford</p> <p>CAS
Joan Bickelhaupt
Marcia Nolan</p> |
| 1993 | Cheryl Ackerson
Adelle Dantzler
Don Haviland
Avan Jassawalla | Deborah Bauder
Roosevelt Wright, Jr.
Norman Kai Yeh
M. Jean Young | <p>EdD
Jean Jeffery</p> |

Debra Newton
 Nana Ross
 Donna Rogler
 Elizabeth James
 Larry Swiader
 Maria Blasier
 Chris Cimitile
 John Frazier
 Amy Gallagher
 Manuel Gamboa
 Jill Gualtieri
 Lydea Harp
 Tara Seely
 Tiffany Wood

Marjorie Mei-yu Chang
 Deborah Fournier

1994 Meredith Carroll
 Anna Maria DeMasi
 John McAndrew
 Leela Peebles
 Jeff Renk
 Paul Roehrig
 Karen Furman
 Barbara French
 Nereida Gonzalez
 Yvonne Goodwin
 Kathleen Howard
 Endang Moerniati
 Martin Munthe
 Jacqueline Scallan
 Laura Alvut
 Roula Anninos
 Sharon Bellows
 Laurie Claypool
 Lisa Daly
 Elizabeth Dooher
 Ruth Fradenburg
 Tanna Kincaid
 Ricardo Pattinama
 Hui-Chen Wu

David Brigham
 Thomas Clinton
 Mitchell Marovitz
 Echeol Chang
 Amelia El-Hindi
 Alan Januszewski
 Otherine J. Neisler

Ed.D.
 Charles Read
 Harris Iskandar
 Laurent Ndeze

CAS
 Claudia McCartney

1995 Jane Binns
 Paul Blair
 Vanessa Dennen
 John Donaldson
 Laurel Latimer
 Felicia Otero
 Li Ching Sun
 Ronald Graeff
 Pamela Hoey
 Gloria MacCorkindale
 Ching-Chiu Chao
 Sandra Cunliffe

Irene Di Florio
 Mary Riley
 Joanna Chrzanowski
 Charles Dills (deceased)

Ed.D.
 Linda Stephens
 Lynda Hanrahan

Rina Golan
 Hui Ju Huang
 Mildred Yap
 Paul Brown
 Tracey Deline
 Eva Esteban
 Linda Newell
 Rebecca Lin
 Niccololius Martin
 David Mills
 Susan Morgan
 Jason Ravitz
 Barbara Rogina
 Clelia Saraceni
 Jennifer Styles
 Alicia Terry
 Elaine Zelding

1996 Winnie Doherty
 Lori Dryburgh

Manal El-Tigi
 Gail Gibson
 Reg Harren
 Bob Kasprzycki
 Elizabeth Marcek
 Jhilmil Mehra
 Chris Narenkivicius
 Jamie Sheffield
 Mark Turton
 Rushdy Arirfin
 Asmadi Noer
 Teresa Aguilar
 Magally Bastardo
 David Bramble
 Dudley Breed
 Dalila Castrillo
 Luis Chirinos
 Freddy Contreras
 Chris D'Angelo
 Jared Danielson
 Lisa Donati
 Yajaira Garcia
 Miryam Godoy
 Fu Hao Hsing
 Dan Ivanick
 Greg Ketcham
 Juan Linares
 Giovanna Long
 Olga Matyash
 Alla Meleshevich
 Ludmila Ortigano

Julie Biegler
 Hermelina
 Romiszowski
 Sydney Scott Tyler

Ed.D.
 Mike Olson
 Thomas Phelan

CAS
 Barbara Shelly
 Yasin Siswanto
 Reginald Parker
 Rosemarie Tillman

Mireya Otero
 J. P. Peglow
 Kevin Sharpe
 Melanie Steckham
 Habibe Aldag
 Alex Apouchtine
 Mary Bishop
 Mary Anne Clark
 Linda Euto
 Danis Frombach Hirmana
 Abby Kasowitz
 Holly Kennedy
 Melissa Martinez
 Rosemarie Tillman
 Shu-Hui Yang

- | | |
|---|--|
| 1997 Rahimah Abd Wahab
Rusilawati Amirudin
Donnie Birke
Wei Hsin Chi
Eric Costa
Carl Dengel
Amy Fiorito
Yu Fu Ho
Wen Chi Huang
Gwen Love
Karen Bergin
Carol Glies
William Milham
Viesturs Glen Steins
Abubakar
Yasmin Basith
Charles Bragg
Yaping Chung
Erika Diefendorf
Vesna Herbowy
Rose Hightower
Carlos Villalba | Gerald Edmonds
Diana Buttolph Norcross
Ruth Federman Stein
Paul Zuckerman
Samijo
Donald De John |
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- | | | |
|---|--|-----------------------------|
| 1998 Hyang Suk Chae
Carlos Villalba
Ahna Weaver
Fahad Al-Shammari
Paula Lichvar
Marisa Sharer
Kimberly Walterick | Paul Blair
Margaret Downs
James Ellsworth
Susan Slusarski | CAS
Paula Lichvar |
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APPENDIX B

CURRENT POSITIONS OF GRADUATES WHO RESPONDED TO THE 1997 SURVEY

Business and Industry

1. CBT

- I work as an instructional designer, project manager, and audio producer on teams that produce instructional media (CD-ROM, CD, video and videodisc) programs that are offered as components in our language arts, social studies, science and foreign languages textbook programs.
- Completed a CD-ROM called *Telling Our Stories Women in Science* through an NSF award under the small business innovation research program.
- Helping [to] establish NLM's Learning Center for Interactive Technology and producing related materials research reports. [Also] helping [to] establish the first medical multimedia-computing lab in Lithuania.

2. Instructional Design

- Development and installation of Branch Manager curriculum. Development of competency model for branch based positions. (Citibank)
- Created first web-based training at UPS.
- Instructional Designer New Delhi, India. (Company is still hiring)
- I teach clowning to kids and am a clown "Whimsy." I am currently designing clowning/humor into training for diversity and for teaching IDDE process to Native American educators.
- Senior Media Producer: Produced instructional and informational programs for various faculties, academic and administrative departments and research centers of NUS. Singapore.

3. Management

- Manager, Quality Assurance Standards, Bellcore Learning Support, 1996-Present
- Vice President, Chase Manhattan Bank in the Middle Market Group. I manage a training facility for client/server based applications. We designed and developed the training program for the "Relationship Management System" which recently won a business applications award from *Chief Information Officer* magazine.
- 1990: Became a member of Technical Staff (very rare for somebody with an education background) for Bell Labs' Quality Technology Center, and started quality/business management consulting work.
- 1996: Promoted to Distinguished Member of Technical Staff (highest level on technical track in Bell Labs) for contributions in the areas of business process engineering and strategic quality management.
- Following in Dr. Ely's footsteps at OCPL.

4. Self Employed

- Self-employed as consultant, 1981-present. Clients have included: IBM, Eastman Kodak, Xerox, Cadam and Australia/New Zealand Bank.
- Self-employed since 1990. Currently designing/developing CD-ROM'S for corporate training and education clients.
- My business C.H.A.T. has helped customize *Reinventing covert campaigns* and helped activist non-profit organizations grow and make outcomes happen in Washington DC and in Maryland.
- Owner of first advertising/promotional company to use computer and CD-ROM system for product research.

Consulting/Evaluation/Projects

- Recently wrote an RFP toward mini-grants to support targeted intensive locally designed community outreach and marketing campaigns in seven of 15 NY counties identified as the highest radon risk areas. Project started May 1, 1997.
- Project Evaluator for online Internet Institute, co-authored first year report for the Science Foundation.
- Evaluator in the office of Instructional Resources at the University of Illinois at Urbana-Champaign.
- Conducting research in distance education, which has been awarded two national recognitions: 1. The Charles A. Wedemeyer award and 2. The International Review Award of the Educational Technology Research and Development Journal.
- Project coordinator of School-to-work Broome-Tioga counties, 1994 - 1996.
- Delegate, Citizens Ambassador Program, Special Education Delegation to Hungary and Russia, November, 1991.
- Spent 12 years as the chair of the Board of Educational advisors of CBC Sesame Street.

Education

1. Administration

- During my tenure as Director of I.M. at WSU, distance education via 2-way TV was pioneered and the beginning of what is now a multi-state network developed.
- Director, Southeast Asia Ministers of Education organization open learning centre, Seamolec. (Jakarta, Indonesia)
- Director of Instructional Development, Evaluation, and Services at the State University of New York College of Environmental Science and Forestry.
- Dean of School Education in Ikip, Malang, 1994 - 1997.
- Assistant to the VP for Academic Affairs - institutional research and evaluation are major responsibilities.
- Provost of University of Wisconsin-Stout. I promote the use of instructional technology in my current position.

2. *Course Development*

- Worked one year in Indonesia teaching a MA program in Educational Technology. We also designed the program we taught . . . all [of the students were] teachers in Indonesia.
- Designed and developed new program at SUNY HSC at Syracuse for Nurse Practitioners.
- Developed a Regional Trauma System in NY incorporating 33 hospitals, 155 EMS organizations @ 2.5 million.

3. *Higher Education*

- Granted tenure and promoted to Associate Professor in 1993.
- I am happily employed by DePaul as a tenured associate professor . . . in the school of Computer Science, Telecommunications and Information Systems. . . .
- [I am] the founder of the School of Communication at Ithaca College, Ithaca, NY.
- Full Professor 1997 area of Instructional Systems.
- I am completing my 27th year at the Ohio State University. My teaching responsibilities involve courses in research and in personnel evaluation.

4. *K-12 Administration*

- Working in two high schools in Thailand during 1989 till now. The position in these two schools is Principal. Each school has over 4,000 students and 200 teachers. (Bangkok, Thailand)
- Superintendent of Cazenovia central school district.
- Headmaster Austine School for the Deaf 1987 -1991, Brattleboro, VT.
- k-12 Educational Communications Director.
- Middle School Principal, Potsdam Central School.

5. *K-12*

- I am currently teaching second grade in Penn Yan.
- I am now what I have been for twenty-three years, a small town high school teacher.
- I've been actually using the music degree in my employment as an elementary vocal music teacher. But I must say that many of the things I learned from my IDD&E degree get used every day in my busy teaching schedule.
- Over the last few years in addition to my job as a fifth grade teacher, I have been freelancing for a national teacher magazine and publishing company.

6. *Ph.D./Ed.D*

- Completed Ph.D. in Instructional Systems at Penn State, 1993.
- Ph.D. Purdue University, 1984.
- I am working on a Ph.D. in American History.
- I am a Ph.D. student in the Instructional Systems Development Program in the College of Human Resources and Education at Virginia Tech.

- Presently I am a Ph.D. student in Instructional Systems Technology at Indiana and Assistant Director of the Radio-TV-Film Division of the National High School Institute at Northwestern University.

Military

- Promoted to Colonel (ARMY)
- Served as Education Specialist with the US Army Recruiting Command 1973-1988
- Design CBT for flight crew, flight controllers, and their instructors for space shuttle and space station programs. (NASA)

Non-Profit

- Introduced communication training and IDDE concepts into all United Church related seminaries.
- First IDDE associate professor at the University of Toronto School of Theology.
- Sabbatical Year of Service with Lithuania Catholic Television and with TELE-3 independent channel in Lithuania.
- Director Pilgrim Ministries Inc. Consultation & facilitation work with non-profit and church related groups in US & internationally.

-Other

- My work experience in educational technology was in industry , specifically banking. This field, at least in industry, seems to be downsizing as managers feel it can be cut when budgets are tight. This is a short-sighted but popular approach with management chiefly concerned with the next quarterly profit report.
- I am most proud of my wife Mary Beth and two year old daughter Isabela with whom I have enjoyed a wonderful family life. (this is from a Senior manager at Andersen Worldwide Pittsburgh, PA)
- Most important activity has been the opportunity of working with a strong network of IDDE alumni and faculty for 20+ years.
- I'm challenged now as a parent of preschoolers and have the wonderful opportunity to see how learning/training/performance/motivation all fit together first hand!
- Divorced wife due to hatred and gave her all the money. Believe the greatest accomplishment is to do things in a timely manner.
- Gaining wisdom is more important than a string of accomplishments.
- When you are a teacher, IDDE gives you all the elements necessary to develop an excellent task. (Caracas, Venezuela)
- [I] have two sons: [one] with [a] Ph.D. in Psychology (in private practice) [and the other an] MA in Industrial Design (own company). Surprised? I do understand question D-12, I listed what really counts.
- Chief program designer for \$41 million library for the future, 1993.
- I guess I'm proudest of our work to develop and improve teacher evaluation and to get research-based instructional innovations to classroom, with enough training and support to make a difference. It's been a continuing challenge, more political than I would like at times.